

# **IMPROVING THE STUDENTS' LISTENING SKILLS OF THE 8<sup>th</sup> GRADE STUDENTS OF SMPN 1 NGEMPLAK THROUGH SCAFFOLDING PRINCIPLES**

**A Thesis**

Presented as partial fulfillment of the requirements  
to obtain a *Sarjana Pendidikan* Degree in English Education



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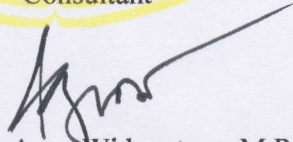
ENGLISH EDUCATION DEPARTMENT  
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2014

**APPROVAL**

**IMPROVING THE STUDENTS' LISTENING SKILLS OF THE 8<sup>th</sup>  
GRADE STUDENTS OF SMPN 1 NGENEMPLAK THROUGH  
SCAFFOLDING PRINCIPLES**

A Thesis



  
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## RATIFICATION

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A Thesis

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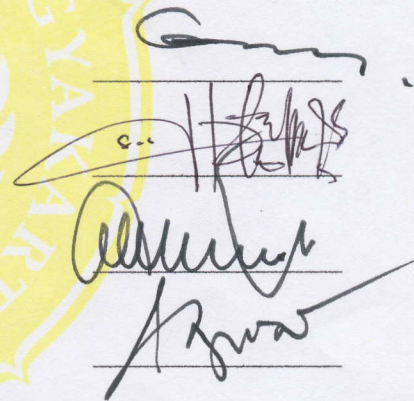
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## PERNYATAAN

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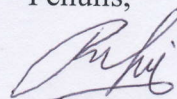
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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 28 January 2014

Penulis,



Rifqi Hanifa



## **DEDICATION**

*This thesis is lovingly dedicated to my mother and father. Thank you for waiting patiently for so long*

## MOTTO

*"Pada dasarnya kita hidup di dunia ini hanya sementara. Kehidupan ini hanyalah permainan dan sendau gurau belaka. Kesenangan di dalamnya adalah semu dan menipu. Tidak ada yang disebut dengan kebahagiaan atau penderitaan yang abadi. Jadi jangan pernah risau jika kamu gagal karena kehidupan ini hanya tempat persinggahan. Namun bukan berarti kamu harus mengabaikannya atau menyerah. Berusaha dan berjuanglah untuk menggapainya tapi jangan terlalu berambisi."*

*(Rifqi Hanifa)*



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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 28 January 2014

The writer

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# **IMPROVING THE STUDENTS' LISTENING SKILLS OF THE 8<sup>th</sup> GRADE STUDENTS OF SMPN 1 NGEMPLAK THROUGH SCAFFOLDING PRINCIPLES**

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## **ABSTRACT**

The purpose of this action research was to improve the students' listening skills of 8<sup>th</sup> grade students at SMPN 1 Ngemplak in the academic year of 2013/2014. This research implemented some scaffolding principles.

The participants of the research were the students of class VIII B. The data collected were qualitative in nature and quantitative as the supporting data. The steps of the research consist of reconnaissance, planning, action and observation, and reflection. Some of the scaffolding principles were implemented in this research. The principles were *offering explanations, inviting students' participation, giving verification and clarification of students' understanding, modelling the desired behaviors, and inviting students to contribute clues*. The data were in the forms of field notes, interview transcripts, photographs, and the score of listening tests. The data were gained from the observations of the teaching and learning process and the interview with the research members. The data of field notes and interview transcripts were analyzed qualitatively, while the test was analyzed quantitatively. The validity was obtained by applying process, catalytic, democratic, and dialogic validity.

The results of the research revealed that the use of scaffolding principles gradually could improve the students' listening skills. Based on the students' post-test result, quantitatively, the scores showed that there are improvements on the students' listening skills. Qualitatively, the students gained the experience and input related to the listening process. Beside that, the use of the song was effective to attract students' attention and made them interested in joining the listening activity. The implementation of scaffolding principles could help and support the students in the learning process.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

As an international language, English has an important role as a means of communication in transferring and gaining knowledge, information, science, technology, art and culture and maintaining international relationship. Because of its importance, English is included as a subject in the school.

In the teaching and learning process of English in the Junior High School, there are four macro skills which are taught to the students, namely: speaking, listening, writing, and reading. Those are the basic skills which are taught to and learnt by students. Listening is one of receptive skills which has a very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. In the teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. Beside that, listening is also the key in understanding the concept, knowledge, or information which are spoken by speakers.

According to the School-Based Curriculum (SBC), listening is the language skill that should be mastered by students. In the Standard of Competence and Basic Competence of the Junior High School, the students are expected to have good ability in comprehending and responding to the spoken language such as in transactional or interpersonal conversation. In this case, listening is an important

skill and urgently needed in comprehending and responding to the spoken language.

Actually, the teaching of listening is not easy to do. This is because it is an internal process that can not be directly observed. Therefore, it will be difficult for the teacher to know whether their students really understand or not. Additionally, sometimes the students do not want to ask to what they do not know, so, the teacher can not help to explain to them more the context or materials that are unknown. On the other hand, the availability of facilities such as language laboratory, media, materials and the teacher's initiative also become the cases in the implementation of listening activity.

In reality, it is always found that not all schools have the supporting facility such as the language laboratory, or sometimes, the use of language laboratory in the teaching English is rarely used. This is because, the capacity of the laboratory is not sufficient to accommodate all students in the class and there are several devices which are damaged. Surely, these cases can be replaced by using the media in the class. The media such as a tape recorder, computer or notebook which are connected to the speaker can be used to teach listening. In this case, the teacher's initiative and willingness are the main key. Beside that, the presented material are also still handmade, so, sometimes its content is still far from what is needed and expected.

Based on the observation which has been done, the researcher found some problems related to the teaching of listening. Commonly, the media became the cases in the class. This is because not all classes have the media to teach listening.



Beside that, the limited materials also make the students uninterested and bored. This can be seen that they tend to be lazy to listen to the listening activity. Specifically, the teaching of listening is related to some aspects especially related to the students such as vocabulary, knowledge, and the ability to comprehend the context. The students need some repeating and complain that they are difficult to catch the voice to the audio because it is too fast and they can only listen to the words by words only.

Considering these problems, efforts to help the students need to be done. Furthermore, an appropriate technique should be used. In this case, the researcher uses scaffolding principles to improve the students' listening skills in Grade VIII of SMPN 1 Ngemplak.

## **B. Identification of the problem**

Based on the observation that has been done by the researcher, there were some problems which were found in the teaching and learning process of listening of grade VIII B in SMP N 1 Ngemplak. They were classified into two aspects, namely: internal aspect and external aspect.

Internally, the students' listening skill was affected by their condition especially their psychological condition such as nervousness or unfocusness. Beside that, their listening skill was also influenced by their ability in comprehending spoken language. Spoken language is different with written language. Spoken language disappeared after it was spoken. Because of that, it was difficult for those who had not grasped the context to understand the listening materials.

Beside that, the students' knowledge about vocabulary and grammar also determined their ability to listen. Vocabulary is the basic element for the students to understand the conversation or text. The lack of vocabulary influenced their comprehension since it was vital. Meanwhile, the knowledge of grammar also affected their understanding. The lack of grammar mastery made them uneasy to differentiate the order of words, phrases, or sentences which they listened.

Externally, the listening process was influenced by some factors such as media, materials, teacher, and method. The first factor is media. Media which was used in teaching listening was a tape recorder or notebook. The use of language laboratory was rarely done because some of the equipments were damaged. Usually tape recorder or notebook was combined with the projector as the visualization. But, not all classes have the projector. Only some classes which have this media. Beside that, the materials that were used in the process of listening tend to be monotonous. Most of the materials content was dictating and testing, while explanation is less.

The second factor is the teacher. Beside conveying the listening materials, the teacher should also be able to encourage and make the students interested in and understand the listening activity. Based on the observation, the teacher tends to test students only and rarely gave any explanation toward the students.

The last factor is the method. Methods are techniques used by the teacher in conveying information or knowledge to the students. The use of appropriate method determined the success of the teaching and learning process. In this case, the teaching technique of listening in the class was testing only. Any explanation

or information about the text was rarely done. Therefore, some students were looked confused on what they heard because they did not get any explanation.

### **C. Limitation of the problem**

As stated in the identification of the problem there were many factors which related to the teaching of listening skills, namely: students, the teacher, materials, and technique. It is impossible to solve all of those problems. Based on the researcher's consideration and discussion with the English teacher, from those factors, the researcher only focused on the technique. The technique that was used to overcome the students' problems of listening was by using scaffolding principles. By using this scaffolding principles, the students are expected to be easier in comprehending the spoken language because they also get any explanation or information about what they heard.

### **D. Formulation of the problem**

Based on the background of the problem above, the researcher formulated the problem as follow: How can scaffolding improve the students' listening skills of class VIII B in SMPN 1 Ngemplak ?

### **E. The Objective of the study**

In relation to the formulation of the problems, the objective of this research is to improve students' listening skills at grade VIII B of SMPN 1 Ngemplak, Sleman in the academic year of 2013/2014 by implementation of scaffolding principles.

## **F. Significance of the study**

These significances of the research are divided into:

### **1. Theoretical Significance**

Theoretically, the result of this study may give valuable information and enrich the knowledge on how to improve students' listening skills through the use of scaffolding principles.

### **2. Practical Significance**

Practically, this study is expected to be beneficial for:

#### **a. The English Department of Yogyakarta State University**

It is expected that the result of this research can be used as a reference and useful for the other students of English Department Program who have the related topic of listening ability and the use of scaffolding principles.

#### **b. The teachers and students of SMPN 1 Ngemplak**

Hopefully, the result of this research can inspire the English teachers of SMPN 1 Ngemplak to use and develop various techniques in the teaching of listening. Beside that, through the implementation of the actions in this research, it will give meaningful and useful contribution to the students of class VIII B especially for their listening comprehension. So, they were interested and have motivation in learning English.



c. The researcher himself

It is expected that through the implementation of this research, beside doing the actions, the researcher also obtained much experience and knowledge. He also learnt many things about teaching and learning process in the school.

d. For the other researchers

This research could give the contribution, inspiration, and references for the researcher who was conducting similar research that deals with the same strategy, and with the same of different research design to improve the quality of teaching listening comprehension through the use of scaffolding principles.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Listening**

##### **a. The nature of listening**

Actually, listening is a skill in a sense that is related, but it has a distinct process from hearing. Listening occupies an active and immediate analysis of the streams of sounds while hearing involves merely perceiving sound in a passive way. According to Rubin in Helgesen and Brown ( 2007 : 3), listening is an active process in which listeners select and interpret information which come from auditory and visual clues. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge.

Supporting this statement, Spratt, Pulverness, and Williams (2005 : 30), explicitly, categorize listening as a receptive skill which involves responding to spoken language. Furthermore, Spratt, Pulverness, and Williams (2005 : 31 ) state that listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using different listening subskills.

Richards and Schimdt (2002 : 13) state that listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of

individual linguistic unit (e.g. phonemes, words, grammatical structure) as well as the role of the listener's expectation, the situation and context, background knowledge and topic.

Thomlison's (1998) state that the definition of listening includes "active listening," which goes beyond comprehending as understanding the message content as an act of empathetic understanding of the speaker.

Meanwhile, Rost (1994 : 141-142), points out if listening is vital in the language classroom because it provides input for the learners. It means that without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Based on theories above, it can be concluded that listening is not only the process of understanding the sounds, but the listeners should also be able to know its context or in other words, the listeners need explanation or information.

#### **b. The Comprehension Process of Listening**

The listening is actually the process on how the listeners comprehend and interpret the input and spoken language. In this case, the listeners differentiate between sounds, vocabulary, grammatical structure, stress and intonation, and the intended meaning. Related to the process of listening, Gebhard (2000 : 144) state that there are two processes in comprehending spoken english namely; based on the ways of processing the text and the types of situation where the understanding takes place. Based on the ways of processing the text, there are bottom-up processing and top-down processing.

Bottom-up processing is the process of decoding a message that the listener hears through the analysis of sounds, words, and grammar that creates meaning. Bottom-up process include: listening for specific details, recognizing cognates and recognizing word-order patterns. This listening comprehension tends to be an interactive, interpretive process where in understanding messages, listeners use their prior knowledge and linguistic knowledge.

Meanwhile, the top-down processing is the process of decoding a message by using background knowledge of the listeners related to the topic, the situation or context, text type and the language. This background knowledge helps the listeners to interpret the spoken language and anticipate what will come next. The top-down process includes: listening for the main idea, predicting, drawing inferences, and summarizing.

According to the types of situation where the understanding takes place, the process of listening is divided into reciprocal or interactive listening and non-reciprocal or non-interactive listening.

Reciprocal or interactive listening is the process of listening where the listener is required to take part in the interaction and alternatively listens and speaks. Interactive listening situations include face-to-face conversations and telephone calls in which a listener has a chance to ask for clarification, repetition, or slower speech from conversation partner.

On the other hand, non-reciprocal or non-interactive is the process of listening where the listener is engaged in listening passively to a monologue or speech or even conversation. Some non-interactive listening situations are



listening to the radio, CDs, TV, films, lectures, etc. and here listener usually does not have the opportunity to ask for clarification, slower speech or repetition.

**c. Types of Skills in the Process of Listening**

The listening process sometimes is not easy to do especially for the beginners. In processing the language, the listeners should have some skills in interpreting spoken language. McDonough and Shaw (1993) and Rost (1991) explain that a listener as a processor of language has to go through three processes using three types of skills:

1) Processing sounds/Perception skills

Because the complete perception doesn't emerge from only the source of sound. In this case, the listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices, etc.

2) Processing meaning/analysis skills

This is a very important stage for the listeners. The sensing of meaning is retained for much longer while the syntactic is lost from the memory within a very short time. Richards (1985:191) says that, 'memory works with propositions, not with sentences'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be

going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

### 3) Processing knowledge and context/Synthesis skills

In this case, ‘context’ refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while ‘linguistic knowledge’ refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rule of spoken behavior and particular topic which instigate particular understanding. Listening is thought as interplay between language and brain which requires the activation of contextual information and previous knowledge where listeners guess, organize and confirm meaning from the context.

### **d. Types of Classroom Listening Performance**

According to Brown (2001 : 255), there are six types of classroom performances namely: reactive, intensive, responsive, selective, extensive, and interactive.

#### 1) Reactive

Reactive is a type of listening performance which focus on listening to the surface structure of an utterance. In this case, little meaningful processing is required. It means that the role of listener as merely a “tape recorder” (Nunan 1991b: 18) is very limited because the listener is not generating meaning.

## 2) Intensive

The focus of this listening performance is on the discourse components such as phonemes, words, intonation, discourse markers, etc. In this performance, the listener have to pay attention to the language in detail. Examples of intensive listening performance are as follow:

- a) Students listen for cues in certain choral or individual drills.
- b) The teacher repeats a word or sentence several times to “imprint” it in the students’ mind
- c) The teachers ask students to listen to a sentence or a longer stretch of discourse and to notice a specified element such as intonation, stress, a contraction, a grammatical structure, etc.

## 3) Responsive

Responsive is a type of listening performance where the students are asked to process the teacher talk immediately and to fashion an appropriate reply. The examples of this performance are as follows

- a) Asking questions; How are you today? What did you do last night?
- b) Giving command; Take a sheet of paper and a paper !
- c) Seeking clarification; What was that word you said?
- d) Checking comprehension; So, how many people were in the elevator when the power went out?

## 4) Selective

In this performance, the task of the student is not to process everything that was said in longer stretches of discourse such as monologues of a couple of

minutes or considerably longer but to scan the material selectively for certain information. The purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Here are examples such discourse;

- a) Speeches
- b) Media broadcast
- c) Stories and anecdotes
- d) Conversations

Techniques promoting selective listening skills could ask students to listen for:

- a) People's name
  - b) Dates
  - c) Certain facts or events
  - d) Location, situation, context, etc
  - e) Main ideas and/or conclusion
- 5) Extensive

The aim of extensive performance is to develop a top-down, global understanding of spoken language. The range of this performance could be from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the students to invoke other interactive skills such as note taking and discussion.

- 6) Interactive

Interactive performance include all five of the above types as learners actively participate in discussion, debates, conversations, role plays, and other pair



and group work. Their listening performance must be intricately integrated with speaking and perhaps other skills in the authentic give and take of communicative interchange.

**e. The teaching of listening**

In achieving the successful English learning, the teacher has to teach the four language skills namely listening, speaking, writing, and reading. The teaching of listening as a separate skill is a recent innovation in language teaching. Listening is as active as speaking, and in some ways, it is more difficult. The teaching of listening should consider some aspects.

Helgesen and Brown (2007 : 32-37) propose some principles for teaching listening to beginning learners. They are as follows:

1) Be aware of the goal of the task

In giving the task, the appropriate goal must be considered based on students' importance. It means that the listening activity must be suited with the students' level, age, and needed.

2) Use a variety of tasks

The various tasks helped the students to face many different types of listening tasks. Expectedly, it gives them much experience, so that they will be familiar with the various tasks.

3) Be aware of the differences between spoken and written language

In the teaching and learning process of English, it is important for educators to distinguish between spoken and written language. The listening activity must really focus on spoken language rather than on written language since

listening is the process of interpreting information through auditory rather than visual.

4) Build on success

The listening activity must be focused on the purpose in building students' success. In this case, the listening process must be centered to the students' achievements.

**f. Listening assessment and testing technique**

In the teaching and learning process of listening, there are some ways of assessing tasks and techniques in testing listening. Rost in Helgesen and Brown (2007:19) outlines some listening assessment and testing techniques. They are as follows.

1) Discrete-item tests

- a) Multiple choice questions following a listening test (responses scored right or wrong)
- b) True-false format (responses scored right or wrong)
- c) Open questions following presentation of a listening text (questions scored on a scale or correctness and completeness)
- d) Standardized test scores (e.g., TOEFL or TOIEC)

2) Integrative tests

- a) Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
- b) Close summarizing of a text (scored on correct completions of blanks)

- c) Dictation, complete or partial (score based on supplying the correct missing words)
- 3) Communicative tests
  - a) Written communicative tasks involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after heading a description problem).
- 4) Interview tests
  - a) Face to face performances with the teacher or another student(scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)
  - b) Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)
- 5) Self assessment
  - a) The learner rates self on given criteria, via questionnaire
  - b) The learner provides holistic assessment of their own abilities via oral or written journal entries
- 6) Portofolio assessment
  - a) The learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations maybe audio or videotaped.
  - b) Portofolios may include any or all of the above types of objective and subjective measures

**g. The teaching of listening at SMP (SKKD)**

According to the School-Based Curriculum (KTSP), listening is the language skill that should be mastered by students. The teaching of listening in the Junior High School should refers to the standard competence and basic competence which is used as guidance for the teacher. They are as follows:

Table 1. Standard of Competence and Basic Competence in the Junior High School of Grade VIII in the First Semester.

Standard of Competence	Basic Competence
<p>Listening</p> <p><b>1.</b> Understanding the meaning of short transactional and interpersonal conversation to interact with the nearest environment.</p>	<p>1.1 Responding to the meaning of short transactional (<i>to get things done</i>) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: asking, giving, and refusing service, asking, giving, and refusing things, accepting, denying the fact, and asking and giving opinions.</p> <p>1.2 Responding to the meaning of short transactional (<i>to get things done</i>) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: inviting, accepting and refusing invitation, agreeing/disagreeing, complimenting and congratulating.</p>

## **2. Scaffolding**

### **a. The Nature of Scaffolding**

The term of scaffolding is actually, taken from the field of architecture. In the process of building a house, we will find any equipment such as iron ladder or frame that is used to reach the higher part of the building and to sustain the new foundation. This equipment is called scaffolding. If the building has already been able to support itself, gradually, the scaffolding will be removed.

In the context of classroom learning, the term of scaffolding is described as the temporary assistance that the teachers provide to help their students in completing the task or develop new understanding so that, they will be able to do it by themselves. According to Wood, Bruner and Ross in Hammond (2001), scaffolding is defined as a metaphor to capture the nature of support and guidance in learning. It means that scaffolding is a support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite to be able to manage on their own. Meanwhile, Maybin, Mercer and Steirer (1992:186 ) describe scaffolding as the temporary but essential nature of the mentor's assistance in supporting learners to carry out tasks successfully.

Actually, scaffolding is closely related to the work of Vygotsky. The Vygotsky theory of socio-cultural and the zone of proximal development (ZPD) is commonly regarded as the theoretical underpinnings of scaffolding. The Vygotsky's main concept of the ZPD is supporting children's active position in their learning and assisting them in becoming self-regulated learners. Raymond

(2000: 176) defines scaffolding as “the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance.” Essentially, it is an instructional strategy which ensures students to gain confidence and take control of the task or parts of the task as soon as he or she is willing and able to.

#### **b. The Principles of Scaffolding**

There were many authors who had developed the explanations of scaffolding or support for learning. Although the explanations vary, but most of them had the similar view if support can take the form of a teacher’s modeling. In this case, in giving scaffolds, the teacher or caregivers assist young learners by involving the joint construction of language and gradually withdrawing their support for learners to gain their mastery of language independently.

According to Hogan and Pressly (1997 : 17-36), there are five instructional scaffolding techniques, namely: modeling of desired behaviors, offering explanations, inviting students’ participation, verifying and clarifying student’s understanding, and inviting students to contribute clues.

##### **1) Modeling of desired behaviours**

Generally, modeling is the first step in the instructional scaffolding. Hogan and Pressly (1997 : 20) define modeling as teaching behavior that shows how one should feel, think or act within a given situation. There are three types of modeling, namely; think-aloud modeling, talk-aloud modeling and performance modeling. Think-aloud modeling is the verbalization of the process of thinking to

solve a certain problem. For example, a teacher verbalizes his or her strategies for the students in finding the main idea of a paragraph. On the other hand, talk-aloud modeling is the demonstration of completing task accompanied by verbalization of the process of thinking or problem solving strategy referring to the modeler's conclusion. For example, a teacher describes his or her strategies verbally while demonstrating the written solution to a word problem. Lastly, performance modeling is the demonstration process of task that should be completed. For example, the teacher gives the model in doing the listening task by doing it.

## 2) Offering explanations

After modeling, the explanation from the teacher is quite important. According to Hogan and Pressly (1997 : 17), at the beginning of instruction, explanations are thorough and may be repeated. When the learners have already got experience from hints or keywords that prompt them to catch important information, finally, the explanations are removed. For example, in the listening activity, when the students have difficulty, the teacher might have to repeat and explain the material for several time. When the students have already got experience, the explanations were limited.

## 3) Inviting students' participation

In addition to offering explanation, inviting students to participate in learning is needed. Hogan and Pressly (1997 : 17) said that this practice engages the students in learning and provides them with ownership of the learning experience. For example, in the listening activity, the students were invited to participate

1) Scaffolding provides clear directions and reduces students' confusion

In this case, the teacher anticipates the problems which the students might be encountered. Then, the teacher develops the instructions step by step that explain what students must do to meet the expectations.

2) Scaffolding clarifies purpose

In this case, scaffolding helps the students to understand the purpose of doing the tasks and why it is important for them.

3) Scaffolding keeps students on task

By providing structure, the scaffolded lesson provides pathways for learners, so that the students can make decisions to choose any path and explore the things. But, in this case, they can not wander off the task since it has been designated.

4) Scaffolding clarifies expectations and incorporates assessment and feedback

In the beginning of the activity, expectations are clear since the example of exemplary work, rubrics, and standard of excellence are shown to the students.

5) Scaffolding points students to worthy sources

When the teacher provides sources for the students, indirectly, it will reduce their confusion, frustration, and time. Besides, the students can decide which or the sources that will be used.



6) Scaffolding reduces uncertainty, surprise and disappointment

In this case, the teacher as the educator tests their lessons in determining the possible problem areas and then refine the lesson to eliminate difficulties so that learning is maximized.

7) Scaffolding delivers efficiency

Because the work is structured, focused, and glitches have been reduced or eliminated prior to initiation, time on task is increased and efficiency in completing the activity is increased.

8) Scaffolding creates momentum

Through the structure provided by scaffolding, the students spend less time in searching the materials. Therefore, there will be more time on learning and discovering which is resulting in quicker learning.

**d. The Advantages of Scaffolding in Teaching**

According to McKenzie (1997), one of the primary benefits of scaffolding instruction is that it engages the learners. In this case, the learners do not passively listen to information that is presented only, but through the teacher's prompting, the learner can build on prior knowledge and form new knowledge. Another benefit of scaffolding instruction is that it can minimize the level of frustration of the learner especially when the teacher is working with the students who have low self-esteem and learning problems. Beside that, scaffolding instruction also motivates the student in learning.

verbally or asked to come to the blackboard and gives their ideas, answers, or suggestion.

#### 4) Verifying and clarifying students' understanding

After the students gain experience from the listening material, it is important for the teacher to verify and clarify students' understanding. Beside that, he or she should offer feedback. Hogan and Pressly (1997 : 18-19) said that verifying and clarifying students' understanding is essentially offering affirmative feedback to reasonable understandings, or corrective feedback to unreasonable understandings. For example, in the listening activity, the teacher might affirm a student's understanding of a word or phrases that was heard by clarifying it.

#### 5) Inviting students to contribute clues

According to Hogan and Pressly (1997 : 27), beside asking students for direct participation, an instructor might scaffold learning by asking them to contribute clues or ideas. Furthermore, they also said that when students contribute their ideas about a topic or skill, the instructor can add his or her own ideas to guide the discussion. In this case, if the students' understanding are incorrect or only partially correct, the teacher can correct them and tailor his or her explanations based upon whatever the students have brought to the discussion.

### **c. Characteristics of Educational Scaffolding**

According to McKenzie (1999), actually, there are eight characteristics of scaffolding. The first six characteristics are the aspects of scaffolding instruction, while the last two characteristics are the outcomes resulting from the scaffolding.

## **B. Conceptual Framework**

In the secondary school, listening is a fundamental skill and knowledge in supporting students' subject material of English teaching learning. Listening is a receptive skill involving respond to the spoken language. In understanding the spoken language, the students do not listen only, but they should also need to know the context. Ideally, in the process of learning listening, the students must be guided and supported. They are not only just doing the listening activities, but giving examples, explanations, verifications, and opportunities to convey their ideas, questions, and comments are absolutely needed to help the students' problems related to their listening comprehension.

Based on the early observation, many of the students had any difficulty in knowing what they listened since the technique which was used in the teaching of listening was testing only. They got less explanations and opportunities to convey their ideas. Meanwhile, many of them needed repetition in listening audio. Regarding to these problems, efforts need to be implemented to help the students easier in listening comprehension. For these purpose an appropriate technique to improve students' listening comprehension is needed. Therefore, the researcher choose the scaffolding to solve the problems. The use of scaffolding principles in the teaching and learning process of listening expectedly could solve the students' listening problems and improve their listening skills.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

This study is action research where it is collaboratively conducted to change what is going on in the classroom, including the techniques, classroom management, media, curriculum, materials, and evaluation systems. This was done by formulating the problems, planning and carrying out the actions, and reflecting on the actions. This research was carried out by the following process:

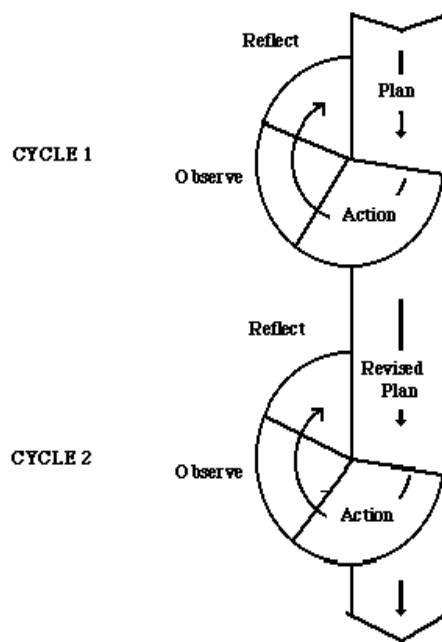


Figure 1. action research cycles ( Burns: 1999 )

##### B. Research Subject

The subjects of this study were the students of class VIII B of SMPN 1 Ngemplak in the academic years of 2013/2014. The class had 32 students which

are consisted of 14 males and 18 females. The average age of the the students were between 13 and 14 years olds.

### **C. Setting and Time of the Research**

The location of the research was in SMPN 1 Ngemplak,Sleman,Yogyakarta. It was around 4 kilometers to the east from the three junction of Kaliurang Street km 12.5. Physically, SMPN 1 Ngemplak has 18 classrooms, a headmaster room, a teachers office, staff rooms, language laboratory, biology laboratory, physic laboratory, library, musical room, counseling room, a small mosque, a hall, a coporation, a garage, WC, basketball yard, a medical room, and two canteens.

The research was done from September until November 2013. The actions were conducted in 8 meetings. The two meetings were for pre-test and post-test while the six meetings were for the actions. The pre-test was done on 17 September while post-test was done on 14 November. The first cycle was done on 25 September, 1 October, and 3 October. Meanwhile, the second cycle was done on 8 October, 9 October, and 10 October.

### **D. Data of the Study**

In collecting the data, the researcher used some instruments. In this research, the instruments which were used in collecting the data were as follows:

#### **1. Observation Guide**

The researcher observed the English teaching and learning process of listening. The observation was done to enrich the information that was needed. The researcher noted the activities in a field note.

## 2. Interview Guide

An interview was done to get some data about the school, the teacher, the students, and the process of teaching and learning English. To get input, the researcher interviewed and had a discussion with the English teacher and some of the students of class VIII B.

## 3. Field Note

The field note contained of the activity which was done. During the implementation of the actions, the researcher wrote every activity of the actions related to the teaching and learning process of listening. The field note was used as the support for the qualitative data.

## 4. Test

The test was done to know the students improvement quantitatively. There were two tests which were conducted by the researcher, namely; pre-test and post-test. Pre test was done to know the early ability of students while post test was done after the researcher implemented actions.

## **E. Data Collection Technique**

In this research, the data were qualitative and quantitative as the supported data. In collecting the data, the researcher used observation, interview, field note, and test. In the reconnaissance step, the researcher had conducted some observations and interviews with the English teacher and the students. After that, the data was presented in the form of field notes and interview transcripts.

## **F. Data Analysis Technique**

The data were gained from the action conducted in the field. The data were analyzed from the field notes of observation and interview transcripts. To assess the validity and reliability, the researcher will use process validity, democratic validity, catalytic and dialogic validity.

### **1. Process validity**

Process validity means that actions done in the research are believable. In this case, the researcher observed and made notes related to the classroom activity, interviewed the students, and held discussion with the collaborator.

### **2. Democratic validity**

Democratic validity is related to the chances of stakeholders to give their own opinions, ideas, and comments about the implication of the action research. In this case, the teacher was asked to observe the students' reaction in the class during the teaching and learning process. The collaborator also contributed in observing and reflecting the action. Besides, the students were also given the opportunity to express their opinions and responses.

### **3. Catalytic validity**

Catalytic validity is related to how the stakeholders respond to the changes occurring to themselves. The reliability of the data was gained by genuine data such as field notes, interview transcript, and other records.

#### 4. Dialogic validity

Dialogic validity means that stakeholders can participate in the process of the research

### **G. Research Procedures**

There were several steps in conducting this research. They were: reconnaissance, planning, implication of action and observation, and reflection.

#### 1. Reconnaissance

Reconnaissance was the first step in this research. In this case, the researcher interviewed the classroom teacher and the school principal to identify the existing problems. After that, the researcher collected the information by observing the teaching learning process, interviewing some students and having a discussion with the English teacher.

#### 2. Planning

After identifying the problems, the researcher worked together with the English teacher and held a discussion about the actions that would be done.

#### 3. Implication of action and observation

In this step, the researcher implemented his plans and observed what was going on in the classroom to find the problems by making notes.

#### 4. Reflection

The researcher made reflections in every circle. Reflection was important to do to know if the actions were successful or not. Evaluation and reflection



were analyzed from the discussion and interview with the English teacher, and some students.

## **CHAPTER IV**

### **RESEARCH PROCESS, FINDINGS, AND INTERPRETATION**

This chapter presented the research process, findings and interpretation. In doing this research, there were four steps described. The steps of the research were planning, implementation, evaluation, and reflection of the action. The purpose of the research was to improve the students' listening comprehension in teaching and learning process of the second year students at SMPN I Ngemplak, Sleman. To improve the process of listening teaching and learning, the researcher focused on employing on the teaching and learning process of listening at SMPN 1 Ngemplak, Sleman.

#### **A. Reconnaissance**

##### **1. Identification of the field problems**

In this step, the researcher identified some problems which occurred in the teaching and learning process of listening of the eighth year students at SMPN I Ngemplak, Sleman. In getting data and input about their opinions concerning the weakness, obstacles and suggestions related to the listening teaching and learning process, the researcher interviewed the school principal, the English teacher and some students of SMPN 1 Ngemplak, Sleman. Based on the observation which had been done, the researcher found some problems related to the teaching and learning process of listening. The problems were as follow:

Table 2: The Field Problems Related to the teaching learning of listening in the second year students of SMPN I Ngemplak, Sleman.

No	Problems	Codes
1	The listening activity was not done in the language laboratory	TL
2	The listening activity is rarely taught in the class.	TL
3	When the teacher came to the class, some students seemed not to be ready to join the listening activity yet.	S
4	Some students made noise (talked to their friends) without paying attention to the teacher.	S
5	The students lacked grammar ability.	S
6	The students lacked vocabulary mastery.	S
7	Some students were not familiar to pronounce some words.	S
8	Some students pronounced the words with the wrong pronunciation.	S
9	The students did not bring English dictionary	S
10	Some students are difficult to listen to the fast conversation	S
11	The students did not get enough explanation related to the listening activity	S
12	Some students were afraid of asking a question.	S
13	The students had difficulties to guess the meaning of words.	S
14	The students had difficulties in responding to the oral text	S
15	Most of the students need a repetition for several time in listening to the audio.	S
16	The teacher tend to dictate only	T
17	The teacher gave less explanation in the listening activity	T
18	The teacher gave the students too little time in doing the tasks.	T
19	The teacher focused on the testing rather than explaining the materials	T
20	The voice of audio is not clear enough	Mt
21	Most of materials which are presented is designed in the form of testing only	Mt

TL: teaching & learning S: students. T: Teacher, Mt: materials

## 2. Weighing the field problems based on the level of urgency and feasibility to solve

After identifying the field problems, the next step is weighing the field problems. The following tables are the identification of the problems based on the level of urgency.

Table 3: The Serious Problems Related to the Teaching and Learning Process of Listening

No	Problems	Codes
1	The listening activity is rarely taught in the class.	TL
2	In the beginning of the lesson some students seemed not to be ready to join the listening activity yet.	S
3	The students lacked grammar ability.	S
4	The students lacked vocabulary mastery.	S
5	Some students pronounced the words with the wrong pronunciation.	S
6	Some students are difficult to listen to the fast conversation	S
7	The students did not get enough explanation related to the listening activity	S
8	The students had difficulties to guess the meaning of words.	S
9	The students had difficulties in responding to the oral text.	S
10	Most of the students need a repetition for several time in listening to the audio.	S
11	The teacher tend to dictate only.	T
12	The teacher gave less explanation in the listening activity	T
13	The teacher focused on the testing rather than explaining the materials	T
14	The voice of audio is not clear enough	Mt

TL: teaching & learning S: students T: teacher Mt: material

Table 4: The Feasible Problems Related to the Teaching and Learning Process of Listening

No	Problems	Codes
1	In the beginning of the lesson some students were seemed not to ready to join the listening activity yet	S
2	The students lacked vocabulary mastery	S
3	Some students were difficult to listen to the fast conversation	S
4	The students did not get enough explanation related to the listening activity	S
5	The students had difficulties to guess the meaning of words	S
6	Most of the students need a repetition for several time in listening to the audio	S
7	The teacher focused on the testing rather than explaining the materials	T

S: students, T: Teacher

### 3. Determining the Actions to Solve the Problems

In solving the problems, the researcher made some action plans to be implemented in the research. The researcher had some discussions with the English teacher about the plans. The actions were focused on overcoming the problems of students' listening skills.

The action plans were as follows:

1. Using song in the opening of lesson
2. Using scaffolding principles
  - a. Offering explanation
  - b. Inviting students' participation
  - c. Giving verification and clarification of students' understanding

- d. Modeling the desired behaviours
- e. Inviting students to contribute clues

The use of song was aimed to attract the students' focus and attention. Although the use of song was not the main activity, but, it was good enough to improve the students vocabulary. Meanwhile, the scaffolding principles were used in the main activity. Those principles were aimed to help students' problems related to the listening materials.

## **B. The Report of the Research Process**

### **1. Cycle 1**

#### **a. Planning**

From the reconnaissance step, the feasible problems related to the teaching and learning process of listening in the VIII B were identified as follows:

1. In the beginning of the lesson, some students seemed not to be ready to join the listening activity yet
2. The students lacked vocabulary mastery.
3. Some students were difficult to listen to the fast conversation
4. The students did not get enough explanation related to the listening activity
5. The students had difficulties to guess the meaning of words
6. Most of the students need a repetition for several time in listening to the audio
7. The teacher focused on the testing rather than explaining the materials

After having a discussion with the English teacher, the researcher decided to use song and listening materials. Beside that, some principles of scaffolding were also implemented. The actions planned of the first cycle were as follows:

1. Using the song in the opening of lesson
2. Using scaffolding principles
  - a. Modeling the desired behaviours
  - b. Offering explanation
  - c. Inviting students' participation
  - d. Giving verification and clarification of students' understanding
  - e. Inviting students to contribute clues

#### **b. Action and Observation**

In this cycle, the actions were conducted in three meetings namely; September 25, October 1, and October 3, 2013. In its implementation, the first and second meeting were for the actions, while the third meeting was for the evaluation of the previous meetings. The description of the report was:

1. Using the song in the opening of lesson
  - Meeting 1

The use of song in the opening lesson was aimed at getting students' attention and motivation. The song which was used in this meeting entitled "*Wild Child*" by Enya. In this case, the song was played for 3 times. While listening, the students were asked to do the tasks by filling the empty space with provided words. The words used here were suited with the students level such as: Rain, Winter, Everyday, etc. After the song session was already finished, the researcher

and the students discussed the answers together. In this case, the researcher also implemented some of the scaffolding principles.

#### -Meeting 2

In the second meeting, the researcher used different song. The title was “*Only Time*” by Enya. The process of the listening activity in this meeting was still the same as the first meeting, but, the researcher improved the number of vocabularies. The words which were used in the listening such as; cries, flies, sleeps, etc. In discussing the answers, the researcher applied some of the scaffolding principles.

### 2. Using scaffolding principles

#### a. Modeling the desired behaviors

In every parts of listening material, there was an instruction on how to do it. Although the instruction was simple, but before the students practiced the listening activity, the researcher gave the examples on how to do it. The researcher explained the instruction by practicing it directly. The process of modeling the desired behaviors in the first meeting can be seen in the part of the field note below.

*Pada waktu awal pelajaran, ada beberapa siswa yang bertanya ke peneliti: Mas, ini cara mengerjakannya bagaimana?. Kemudian peneliti berkata: pertama, kalian dengarkan lebih dulu audionya. Setelah itu lihat bagian yang kosong dan isi kata apa yang kalian dengar. Pada bagian B, dengarkan percakapan pendek ini, kemudian tulis responnya, dan jawablah pertanyaannya. Sekarang akan saya beri contohnya (sembari memutarakan, peneliti ikut mengerjakan). Kemudian setelah selesai, peneliti berkata responnya adalah “Oh my pleasure”. Maka kalau responnya seperti itu, berarti “Juan akan membantu David”.*



(In the beginning of the lesson, there were some students who asked to the researcher: Mister, how to do this? Then, the researcher said: “listen to the audio first. After that, looked at the empty space and filled you heard. In part B, listen to the short conversation, wrote the responds and answered the question. Now, I would gave the example(while playing the audio, the researcher did it). Then, after it had finished , the researcher said “ Oh my pleasure”. So, if that was the response, it meant that “Juan would helped David”).)

(Field note 3)

In the second meeting, because the instructions of the listening materials were not too different and difficult, the researcher only asked to the students’ understanding without giving the examples. This can be seen in the part of the field note below:

*“Okay, untuk cara mengerjakannya seperti biasa. Paham kan” tanya peneliti. Beberapa siswa menjawab”paham”, tetapi ada juga yang mengangguk atau hanya diam.*

“Okay, the way to do the task was as usual. Did you understand right? Asking the researcher. Some students answered “understood”, but, there were also who nodded and just silent.

(Field note 4)

#### b. Offering explanations

In doing the action, beside conveying the materials, the researcher gave and offered explanation to the students. It was often found that, the students had not understood about the materials yet but, they were not brave to ask. So, offering and giving explanation was importantly needed to help students’ difficulty. The process of giving and offering help can be seen in the field note below:

*Sebelum memberikan jawabannya, peneliti menyuruh siswa untuk memperhatikan konteksnya terlebih dulu. Kemudian peneliti menjelaskan perbedaan antara “fool, food, dan full”. “Fool” itu artinya sama dengan “Stupid” sedangkan “Food” itu lawan dari “Drinking”. Teks ini isinya tentang biografi/deskripsi seseorang, jadi keduanya tidak tepat” ucap peneliti. Jadi jawabannya adalah (sembari mengeja dan menuliskannya): “F-U-L-L”.*

(Before giving the answer, the researcher asked students to look at the context first. Then, the researcher explained the difference among the word fool, food, and full. The word “Fool” was the same as “Stupid”, while the word “Food” was the opposite of “Drinking”. This text was talking about someone’s biography/description, so those words were not appropriate” said the researcher. So, the answer was (while spelling and writing it): “F-U-L-L”.)

(Field note 3)

In the second meeting, when the answer of listening activity come to the word who has difficult form in pronunciation and spelling, the researcher did the same way like in the previous meeting. He asked the students’ answers. Then, if the answer was wrong, he repeated the audio and explained. It can be seen in the part of the field note below:

*Okay, selanjutnya, tanya peneliti. Beberapa siswa menjawab “diameter”(dengan logat bahasa indonesia). Apa diameter? Bagaimana spellingnya ? Tanya peneliti. kalau begitu, kita dengarkan lagi kata peneliti. Setelah selesai, peneliti berkata: Apa yang tadi kalian dengar ? Beberapa siswa menjawab dengan jawaban seperti sebelumnya. Setelah itu, peneliti menuju ke papan tulis dan menuliskan ejaannya. “D-I-A-M-E-T-R-E”. kemudian peneliti mengucapkannya. Untuk lebih meyakinkan, peneliti membuka software kamus Cambridge Advanced Learner dan memperdengarkan ucapannya. Setelah itu, peneliti menjelaskan artinya.*

Okay, next, asked the researcher. Some students answered “diameter” (with Indonesian dialect). What ? Diameter ? How was the spelling ? Asking the researcher. If so, let’s listened it again said the researcher. After it had finished, he asked’ what had you heard? The students still answered like the

previous answer. Then, the researcher came forward to the blackboard and wrote its spelling. “D-I-A-M-E-T-R-E”. Then, the researcher pronounced it. To make sure, he opened the dictionary software of Cambridge Advanced Learner and listened it to the students. After that, the researcher explained its meaning.

(Field note 4)

#### c. Inviting students' participation

After the listening activity was over, the researcher asked students to participate in the discussion. In this case, the researcher gave the freedom to students to convey their answers or questions. The process of inviting students can be seen in the field note below:

*Setelah selesai, peneliti menyimpulkan jawaban bersama-sama siswa. Peneliti bertanya: Apa jawabannya yang pertama ? Hayo siapa yang mau menjawab ? Yak, silahkan yang disebelah sana. Siswa menjawab: listen...*

(After it had finished, the researcher concluded the answers with the students. The researcher asked: *What was the first answer ? Come on, who wanted to try ? Okay, overthere.* The students answered: *listen..*)

(Field note 3)

In the second meeting, he did the same way like in the first meeting. As usual, he asked the students to join in the discussion. The process of inviting students to participate in the listening activity can be seen in the part of the field note below:

*Setelah selesai memutar audio, peneliti bertanya: siapa yang mau mencoba menjawab yang pertama?. Beberapa siswa mengangkat tangannya. Peneliti pun memberi isyarat. Yak, yang di sebelah sana apa jawabannya ? Okay, selanjutnya ? Kata peneliti.*

(After the audio playing was finished, the researcher asked: Who wanted to try first ?. Some students raised their hands. The researcher gave signal while saying: *yap, overthere please, what's your answer ? Okay, next?* Said the researcher.)

(Field note 4)

d. Verifying and clarifying students' understandings

Beside giving the explanation, the researcher also gave verification and clarification toward students' answers or questions. This was aimed to clarify their understanding and to gain experience from the listening material. In this case, the researcher verify and clarify students' answers. The process of verification and clarification can be seen in the part of the field note below.

*Kemudian ada beberapa siswa yang menjawab "idol" (dengan logat bahasa Indonesia). Peneliti bertanya: "Iya, bagaimana spellingnya? (sembari menuju ke papan tulis menuliskan katanya) dan membetulkan ucapannya. Okay, this is the word "idol" ucap peneliti.*

(Then, there were some students who answered "idol" (with Indonesian dialect). The researcher asked: "Yes, How was it spelling (came forward to the blackboard and wrote it) and corrected the pronunciation. Okay, this is the word "idol" said the researcher.)

(Field note 3)

In this second meeting, the researcher implemented the same way of the verification and clarification process toward the student's answers or comments. It can be seen in the part of the field note below.

*Ketika siswa menjawab: "diameter" (dengan logat bahasa Indonesia). Peneliti mengklarifikasinya dengan menuliskannya "diametre". Kemudian mengucapkannya dan mengecek dengan kamus elektronik serta menjelaskan artinya.*

When the students answered: "diameter" (with Indonesian dialect). The researcher clarified and wrote it "diametre". Then, he pronounced and checked it with the electronic dictionary and explained the meaning.

(Field note 4)

e. Inviting students to contribute clues

After the process of listening activity was over, the researcher invited the students to give their answers or comments related to the listening activity that they heard. Sometimes, it was found that some students had different answers. This was interesting to be discussed. In this case, the researcher asked the students who had different answers to convey their idea. The process of asking students to contribute clues can be seen in the part of the field note below.

*Peneliti menanyakan pertanyaan selanjutnya. Beberapa siswa menjawab, tetapi jawabannya berbeda dan peneliti pun menuliskan jawaban di papan tulis. Ada 2 versi jawaban siswa yaitu: "fool dan food".*

(The researcher asked further question. Some students answered with different answer, and the researcher wrote them on the blackboard. There were 2 answers: "fool and food".)

(Field note 3)

Meanwhile, the process of asking students to contribute clues in the second meeting was not too different from the first meeting. It can be seen in the part of the field note below.

*Setelah selesai, peneliti berkata: "okay, siapa yang mau mencoba, silahkan tuliskan jawabannya di depan. Nggak apa-apa salah, nanti kita diskusikan bareng-bareng". Beberapa siswa mengangkat tangan. Okay, silahkan kata peneliti sembari menunjuk ke siswa yang dimaksud. Siswapun menuliskannya.. "I'm happy to get 5 in mate". Kemudian peneliti berkata: terima kasih, tapi agak kurang tepat...silahkan yang lain...*

(After it was finished, the researcher said: "okay, who wanted to try, please write the answers on the blackboard. Did not worry, we would discussed it together". Some students raised their hands. Okay, please said the researcher while showing to the student. The student wrote it "I'm happy to get 5 in mate". Then, the researcher said: thank you, but it was less appropriate...come on another one please.....)

(Field note 4)

### c. Reflection

After conducting the action, the researcher held a discussion with the English teacher to do reflection in the first cycle. The reflection was based on the observation of the teaching-learning process, students' comments and opinions. The following were the results of the reflection:

#### 1) Using the song in the opening of lesson

The use of the song in the opening of lesson neither in meeting 1 nor meeting 2 was effectively proved to attract students' attention in joining the listening activity. Almost all of the students focused on this activity. Although the use of the song was effective, but based on the discussion, the collaborator suggested to the researcher to lessen the frequency of music playing because it was rather spending time. It can be seen in the part of field note and part of interview with the collaborator below.

*Selama 2 kali pertemuan ini, bagaimana kesan adik-adik tentang lagu yang digunakan selama ini? Tanya peneliti. Beberapa siswa menjawab: bagus mas, menyenangkan. Berarti untuk pertemuan yang akan datang, kita lanjut y? tanya peneliti. Ya. jawab siswa-siswa.*

("In the last two meetings, how was your impression about the songs used in the lesson?" asked the researcher. Some students answered "it was good and interesting Mister. So, in the next two meetings, we would use it right?" asked the researcher. Yes. answered students)

(Field note 5)

Meanwhile, the following was part of the interview transcript between the researcher and the collaborator.

R : *Pak Kasmuni, untuk penggunaan lagu selama 2 pertemuan ini menurut bapak bagaimana nggih pak ?*

(Mr Kasmuni, what's your opinion related to the song sir?)

C : *Bagus mas. Siswa-siswa kelihatannya senang. Tampak tenang. Tapi cukup diulang 2 kali saja mas biar tidak boros waktu.*

(It was good. The students looked happy. They looked quiet. But, it's enough to play only 2 times in order to save time)

(Interview 3)

## 2) Using scaffolding principles

### a. Modeling the desired behaviors

The implementation of this scaffolding principle was successful to give the students example of what they had to do. There was no any obstacle in it since the instruction was simple. In this case, the students understood in doing the tasks.

### b. Offering explanation

For some students, the explanation conveyed by the researcher was clear enough. Some of them had understood. But, for some students, it was too fast. Meanwhile, the collaborator said that it was already good. The students' complaint can be seen in the field note below.

*Pada pertemuan ke 3 ini, peneliti menanyakan kepada siswa-siswa apakah penjelasan yang disampaikan jelas atau tidak. Beberapa siswa menjawab "jelas". Sementara beberapa yang lain menjawab "ndak jelas eh mas". Kemudian peneliti menuju ke siswa-siswa tersebut dan bertanya: kenapa ndak jelas ? merekapun menjawab: "menerangkannya terlalu cepat mas". "Oh gitu" sahut peneliti.*

(In the third meeting, the researcher asked to the students whether the explanation was clear or not. Some students answered if it had already finished while the other students said that the explanation was too fast.)

(Field note 5)

On the other hand, Mr Kasmuni as the collaborator said that the implementation of scaffolding principles in the first cycle was good. It can be seen in the part of interview transcript below.

C : *Gimana mas, ada yang bisa dibantu?*

(Okay, what can I do for you ?

R : *Begini pak, saya ingin bertanya tentang teknik mengajar yang saya lakukan. Kalau menurut bapak, prinsip scaffolding yang saya terapkan untuk mengajar listening itu gimana ya pak ?*

(Thank you sir, I want to ask you about my teaching technique. In your opinion, what about the implementation of scaffolding principles in teaching listening sir?)

C : *Yang saya amati, sudah bagus. Nanti untuk selanjutnya bisa lebih ditingkatkan lagi mas.*

(As I see, it has already good. But, for the next meeting, improve it)

R : *Oh gitu nggih pak*

(Oh, yes sir )

(Interview 3)

### c. Inviting students' participation

In the first meeting, the students felt awkward to participate in joining the listening activity. Some of them were looked afraid if the researcher asked them, but gradually, they were used to, and sometimes, they were involved in the listening activity voluntarilly. The following part of interview transcript described the students' participation.



R : *Kalau menurut bapak, partisipasi siswa di dua pertemuan ini bagaimana nggih pak ?*

(In your opinion, what about the students' participation in these two meetings sir?)

C: *Yang saya amati, mereka sudah cukup mengikuti. Mereka juga aktif mas. Memang ada yang ramai atau diam saja, tapi itu wajar mas.*

(As I see, they were participated enough. They're also active. Actually, there were students who noisy or silent, but it was normal)

(Interview 3)

#### d. Giving verification and clarification of students' understanding

The researcher's verification and clarification towards students' questions, comments, and suggestions was effective enough to help students to build the right comprehension. When the researcher verified and clarified the questions, answers, or suggestions, the students were interested to listen. Here is the interview transcript:

R : *Kalau untuk feedback yang saya lakukan bagaimana nggih pak ?*

(What about my feedback in teaching Sir?)

C : *Masnya dah cukup menerangkan dan memberi penjelasan. Siswa juga nampaknya paham dengan penjelasannya.*

(You've explained and gave explanation enough. Seemingly, the students were understood with your explanation)

(Interview 3)

#### e. Inviting students to contribute clues

The implementation of this principle was successful enough like in inviting students' participation. There were many students who gave comment or answers.

They were active enough to convey their answers although sometimes their answers were not true. It can be seen from the part of interview transcript below.

R : *Kalau untuk kontribusi siswa bagaimana nggih pak ?*

(What about the students' contribution sir?)

C : *Sudah cukup baik, seperti waktu mase kemarin ngajar kan mereka aktif menjawab.*

(They were good enough, when you're teaching last time, they're active to answer right?)

(Interview 3)

### **3. Cycle 2**

#### **a. Planning 2**

Based on the reflection in Cycle 1, the researcher and the collaborator had a discussion to plan the actions that would be implemented in this cycle 2. Actually, the actions that would be done here were still the same as in the previous cycle. But, there was a little emphasizing in some of the scaffolding principles. The emphasizing was in the parts of offering explanation, giving verification and clarification of students' understanding, and inviting students to participate and contribute clues. The actions were as follows:

1. Using the song in the opening of lesson
2. Using scaffolding principles
  - a. Modeling the desired behaviours
  - b. Offering explanation
  - c. Inviting students' participation
  - d. Giving verification and clarification of students' understanding
  - e. Inviting students to contribute clues

## **b. Action and Observation**

The implementation of the actions in Cycle 2 were at October 8, October 9, and October 10, 2013. Like in the cycle 1, the first and second meeting were for the actions, while the third meeting was for the evaluation of the previous meetings. The description of the report was:

### **1) Using the song in the opening of lesson**

In this cycle 2, the use of song in the opening lesson was still used since its effectiveness to attract students' attention to join listening activities. Almost in every session of playing the song, the students were looked focus and silent. In order to spend the time, the song was played only for two times. In the first meeting, the title of the song was "*One by One*" by Enya while in the second meeting was "*Lazy Days*". Like in the first cycle, the vocabularies chosen were based on students' level.

### **2) Using scaffolding principles**

#### **a. Modeling the desired behaviors**

In the early meeting of the previous cycle, the researcher gave the model and examples of the listening tasks because the students had not understood to the instruction yet. But, in this cycle, the researcher just asked them whether they were understood or not. Beside that, the instruction was simple so there was no any problems. The process of modeling the desired behaviors in the first meeting can be seen in the part of the field note below.

*Seperti biasa, untuk mengerjakannya, pertama, kalian dengarkan lebih dulu audionya. Setelah itu lihat bagian yang kosong dan isi kata apa yang kalian dengar. Pada bagian B, dengarkan percakapan pendek ini, kemudian tulis*

*responnya, dan jawablah pertanyaannya. Untuk selanjutnya seperti biasa. Pahami kan ? tutur peneliti.*

As usual, to do the task, you listen to the audio first. After that, looked at the empty part and filled it with the word you heard. In part B, listened to the short conversation, wrote the respons and answered the question. For the next session, did as usual said the researcher.

(Field note 6)

In the second meeting, the researcher also did the same way in modeling the task, but he made it simpler. It can be seen below.

*Okay, untuk mengerjakannya seperti biasa. Sudah pahami kan ? tanya peneliti. Siswa-siswa menjawab: yes....*

(Okay, the ways in doing the tasks were as usual. Had you understood? Asked the researcher. The students answered: yes....)

(Field note 7)

#### b. Offering explanation

Based on the previous reflection, there were some students who complained if the explanation was too fast. Therefore, in this time, the researcher made the explanation more clearly and explained more. The length of explanation depended on the level of difficulty and students' comprehension. The process of offering explanation can be seen in the field note below:

*Setelah selesai, peneliti bertanya: apa yang tadi kalian dengar? Apakah masih kurang jelas?. Jika masih kurang jelas kita akan memutar kembali audionya. Kemudian sebagian siswa menjawab "would you like to come to my birthday party.... Sedangkan respon siswa yang lain masih terdiam. Karena belum semua siswa menjawab maka peneliti mengulangi penjelasan materi yang diberikan sembari memutar kembali audionya.*

*Oke... tadi yang disampaikan oleh beberapa teman kalian sudah benar, bagi siswa yang lain apakah sudah mengerti? Tanya peneliti. sebagian besar siswa mengatakan sudah, ada yang hanya mengangguk dan masih ada beberapa siswa yang hanya terdiam.*

*Pada percakapan tadi Sinta menanyakan pada Adam. Bagaimana respon Adam tadi? Kata peneliti. "Gimana tadi ucapannya ? ...that would be*

*great...peneliti menjawab bersama-sama dengan siswa". Kalau menolaknya maka (sembari memutar audio). ...I am sorry, I can't....Peneliti dan siswa menjawab bersama-sama. Oke...apakah sudah jelas?*

(After it had finished, the researcher asked: what did you hear last time? Has not it clear? If you had not clear yet, we would play the audio again. Then, some students answered "would you like to come to my birthday party.....Meanwhile, the other students were silent. Because not all students had not already answered, the researcher turn back to the materials and played turn on the audio again. Okay...last time, what had already conveyed by some of your friends were already correct. What about the others, understood? Asking the researcher. Some students answered yes, some were nodding, and some were silent. At the last conversation, Sinta asked to Adam. What about Adam's respond?.....that would be great.....the researcher answered togetherwith students". If the expression was refusing so (while playing audio)....I am sorry, I can't....The researcher and students answered together. Okay... have you clear?)

(Field note 6)

In the second meeting, the researcher implemented the same way like in the first meeting. Because the material was not too difficult, the students did not need any longer explanation. The process of inviting students to participate in the listening activity can be seen in the part of the field note below

*"Okay, dah selesai semua kan?" tanya peneliti. Mari kita discusikan bersama-sama kata peneliti. "Joko bertanya kepada Adi tentang liburannya. Bagaimana jawabnya Adi tadi?" tanya peneliti. "It was fun" jawab beberapa orang siswa yang biasanya aktif. "Okay, that's great sahur" jawab peneliti sembari menuliskannya di papan tulis.-It was fun-. Kemudian peneliti melanjutkannya dengan berkata:ingat ya "fun" tidak sama dengan" fan". Fun itu artinya"gembira/senang"sedangkan Fan itu artinya bisa "kipas angin atau penggemar"*

"Okay, have you finished ? asked the researcher. Let's discussed the answers together " said the researcher. "Joko asked to Adi about his holiday. How was Adi's anwer ? asked the researcher. Some students who were usually active answered "It was fun". "Okay, that's great"the researcher replied while writing it on the blacboard. Then, the researcher continued his explanation while saying: please remembered "fun" was not the same as"fan". Fun means "senang/bahagia" while Fan means "kipas atau penggemar"

(Field note 7)

c. Inviting students' participation

In this cycle, the researcher gave more opportunity to the students to participate in listening activity especially for them who were less or not active.

Unlike previous meetings, he asked more students to participate in the discussion.

The process of inviting students can be seen in the part of field note below:

*Setelah selesai mendengarkan monolog yang berjudul "Tobey Maguire", peneliti bersama-sama dengan siswa menyimpulkan jawabannya. Peneliti bertanya: Apa jawabannya yang pertama ? beberapa siswa menjawab: "actor". "Okay that's good" sahur peneliti. Selanjutnya(sembari menunjuk siswa yang ribut) ? Yak, silahkan yang disebelah sana" kata peneliti. Siswa menjawab: full...*

(After listening to the monologue "Tobey Maguire" was finished, the researcher concluded the answers with the students togetherly. The researcher asked "what was the first answer"?. Some students answered "actor". Okay, that's good replied the researcher. Next(while showing to a noisy student). "Okay, please overthere"said the researcher. The student answered: full...)

(Field note 6)

In the next meeting, the researcher did the same way like in the first meeting.

He asked the students who were less active to convey their answer, idea, or

comment. It can be seen in the part of the field note below:

*Setelah pemutaran dialog dan text monolog yang berjudul "Holiday in Kupang" selesai. Peneliti memberikan kesempatan ke siswa-siswa yang jarang aktif untuk menjawab. Okay, yang disebelah sana silahkan yang pertama. Kemudian selanjutnya(sembari menunjuk ke siswa yang dimaksud)dan seterusnya.....*

(After playing the dialog and to the monologue text entitled "Holiday in Kupang" was finished. The researcher gave the students who were rarely active to answer. Okay, overthere please for the first number. Then, next(while pointing to the students) and so on...)

(Field note 7)

d. Giving verification and clarification of students' understanding

As usual, after the listening activity was over, the researcher verified and clarified the students' answers, comments, or questions by giving them feedback. The verification and clarification which was done in this cycle were more emphasized. The following shows the researcher's verification and clarification.

*"Kemudian peneliti membaca paragraf ke 4 dari text Sydney Opera House. There are 5 theaters.....and many.....?shop" tanya peneliti. Siswa-siswa menjawab: souvenir....Peneliti bertanya: Bagaimana ejaannya?(Menulis di papan tulis sembari mengeja bersama-sama siswa) S-O-U-V-E-N-I-R.... "Artinya: pernak-pernik atau oleh-oleh" terang peneliti.*

(Then, the researcher read paragraph 4 from the text of Sydney Opera House. There are 5 theaters.....and many.....?shop" asking the researcher. The students answered: souvenir....The researcher asked: How was the spelling?(writing on the blackboard while spelling together with students) S-O-U-V-E-N-I-R...Its meaning was pernak-pernik atau oleh-oleh said the researcher.)

(Field note 6)

In this second meeting, the researcher also implemented clarification and verification like in the first meeting. Students' answer, comment, or suggestion were clarified and verified by the researcher by giving them feedback. In this meeting, the students did not need serious feedback because there was no any too difficult text. The description was as follows:

*Okay, cukup, mari kita diskusikan bersama kata peneliti. Kemudian peneliti bertanya: dari percakapan ini bagaimana respon Adi? Beberapa siswa menjawab: "that's not true". Okay, that's good. ndak perlu dijelaskan kan? tanya peneliti. Siswa-siswa menganggukan kepala. Selanjutnya....*

(Okay, it's enough, let's discussed together said the researcher. Then, asked to the students"from this conversation, how was Adi's respon? Some students

answered “that’s not true”. Okay, that’s good. didn’t need any explanation right? asked the researcher. Some students nodded his head. Next.....)

(Field note 7)

e. Inviting students to contribute clues

When the process of listening activity was already finished, the researcher asked students to contribute in the discussion by conveying answers, comments, or suggestion. The following below was the process of inviting students to contribute clues.

*Setelah selesai mengerjakan bagian C. Seperti biasa, peneliti memberikan kesempatan ke siswa untuk menyampaikan jawabannya. Yang pertama? tanya peneliti. Beberapa siswa menjawab”actor”. Okay, good..selanjutnya kata peneliti.*

(After doing part C was finished. As usual, the researcher gave opportunity to the students to convey their answers. Number one please? said the researcher. Some students answered “actor”. Okay, good...next said the researcher.)

(Field note 6)

In the second meeting, the researcher also did the same thing. He asked the students to contribute their ideas. It can be seen in the following part of field note.

*Setelah selesai mengerjakan bagian D. Seperti biasa, peneliti memberikan kesempatan ke siswa untuk menyampaikan jawabannya. Yak, yang di sebelah sana, silahkan yang pertama yang pertama jawabannya apa?tanya peneliti. Siswa menjawab”That’s not true”. Selanjutnya.....*

After finishing part D. As usual, the researcher gave opportunity to students to convey their answers. Okay, overthere please what’s the first answer? Asking the researcher. The student answered”*That’s not true*”. Next.....

(Field note 7)



### 3) Reflection

After conducting the action, the researcher held a discussion with the English teacher to do reflection in the second cycle. The reflection was based on the observation of teaching-learning process, students' comments and opinions. The following were the results of the reflection

#### 1. Using the song in the opening of lesson

As usual, the use of song in the opening of lesson was effective to attract students' attention in joining the listening activity. There was not any meaningful obstacle in it. Almost all of the students focused on listening to the song. They enjoyed it very much.

#### 2. Using scaffolding principles

##### a. Modeling the desired behavior

The implementation of this scaffolding principle was successful to give the students example since the instruction was simple. In this case, the students had already understood in doing the tasks.

##### b. Offering explanation

In the previous cycle, there were some students who complained if the researcher's explanation was too fast. In this cycle, only few students who still said if the researcher's explanation was too fast. The description was:

*Kalau untuk penjelasannya bagaimana, sudah jelas kan? Tanya peneliti. "Jelas" jawab beberapa siswa. Tetapi ada salah satu siswa yang biasanya tidak fokus mengatakan "tetep ora dong eh mas".*

# **APPENDIX 1**

## **COURSE GRID**

(What about the explanation, it's clear right? asked the researcher. "Clear" replied some students. But, there's a student who's usually unfocused said "I had not still understood yet".)

(Field note 8)

c. Inviting students' participation

In this case, the students were not like in the previous cycle. They were active and not afraid to answer questions since they had already been familiar in joining with the listening activity.

R : *Oh iya pak, kalau untuk keikutsertaan siswa selama ini bagaimana nggih pak?*

(Oh yeah, what about the students' participation sir?)

C : *Sudah bagus mas. Ya kalau ramai hampir semua kelas itu ramai. tapi mereka aktif kok.*

(They'd already good. Almost every classes were noisy, but, actually they were active)

(Interview 6)

d. Giving verification and clarification of students' understanding

There was no meaningful obstacle for the researcher to verify and clarify towards students' questions, comments, and suggestions. The main problem was sometimes some students did not pay attention to the researcher's feedback. But, actually the process of giving verification and clarification was effective to support students in learning.

R : *Kalau untuk feedbacknya bagaimana nggih pak ?*

(What about the feedback Sir?)

C : *Bagus, mase menjelaskan dengan jelas. Diterangkan jawabannya dan dikasih masukan.*

(Good, you'd explained clearly. The answers were explained and described)

(Interview 6)

e. Inviting students to contribute clues

The implementation of this principle was more successful than in the previous cycle. There were many students who gave comment or answers. They were already familiar with the task. Here was the description of part of interview transcript.

R : *Kalau untuk kontribusi siswa bagaimana nggih pak ?*  
(What about the students' contribution sir?)

C: *Saya rasa, mereka sudah terbiasa dan aktif. Ya memang perlu waktu untuk penyesuaian mas.*  
(I thought, they'd already used to and active. Surely, they needed to adapt)

(Interview 6)

## 2. General Findings

The actions of the research were implemented in two cycles. From the reflections in each cycle, the findings were as follow:

1. The use of the song to attract students' attention was succeed in almost every meeting. The students enjoyed it very much. They were not bored in doing this session.
2. Explanation was effective and absolutely needed in every teaching and learning process of listening. Without explanation, the students would be confused since there was no any input for them.
3. Giving verification and clarification of students' understanding was as effectively as giving explanation since the teacher's verification and

clarification towards students helped them to construct the right understanding and correct behaviors.

4. Giving an example helped the students did the task suitable with the instruction. They would understood and got the message toward the expected actions.
5. The students' contribution in giving clues showed that they were involved in the process of listening activity.

Table 5. The Changes Before and After the Actions

Before the actions	Cycle 1	Cycle 2
In the beginning of the lesson some students seemed not to be ready to join the listening activity yet.	The students which were usually noisy, they looked focus and anthusiastic to join the listening activity.	The condition was not too different like in the cycle 1. They looked focus and enthusiastic to join listening activity.
The students lacked of vocabulary mastery.	The students' vocabularies were improved.	The students' vocabularies were improved more. The improvement was based on the accumulation of the first cycle.
The teacher focused on the testing rather than explaining the materials.	The teacher gave and offered the explanation to the students.	The teacher gave and offered the explanation more to the students.
The students did not get enough explanation related to the listening activity.	The students got explanation related to the listening activity.	The students got explanation more related to the listening activity.
The students had difficulties to guess the meaning of words.	The students gradually could guess the meaning of words.	The students could guess the meaning of words better.
Most of the students needed repetition for	Gradually, some students who needed several	Only few students who still needed several

several time in listening to the audio.	repetition were decreased.	repetition.
Some students are difficult to listen to the fast conversation.	Some students began able to catch the voice of listening activity.	Many students were used to and familiar to listening activity.

### 3. Pre-test and Post-test of the Students' Listening Skills

Findings were gained from the observation of the teaching and learning process. Besides, it is also supported by the result of the pre-test and the post-test. The researcher held the pre-test on 19 September 2013 and post-test on 14 November 2013. The tests were designed in the form of close summarizing test. It was consisted of 30 items that must be completed by the students. The first ten items were matching the answers while the remains were completing the blank space in the text. The pre-test of students' listening score could be seen in this table.

Table 6. The Results of students' listening pre-test

Data	Pre-test
Mean	4.72
Number of students	32

Meanwhile, the result of the students' listening scores in the post-test could be seen in this table below.

Table 7. The Results of students' listening post-test

Data	Post-test
Mean	7.51
Number of students	32

Based on the post-test, the mean of students' listening scores was 7,51. From those results, it could be concluded that the students' listening skills had improved from 4,72 in the pre-test to 7,51 in the post-test.

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusion**

The purpose of this research is to improve the students' listening skills of 8<sup>th</sup> grade of SMPN 1 Ngemplak in the academic year of 2013/2014 by implementing scaffolding principles. After carrying out all the process in this research, there are some conclusions that can be drawn. They are presented as follows.

1. In this action research, the two cycles were completely done. It was implemented from September to November. In both cycles, the researcher implemented some actions such as: 1) using the song to attract students' attention; 2) using scaffolding principles to help the students' difficulties related to the listening materials.
2. From the result of the study, it showed that the research was successful to improve the students' listening comprehension. This could be seen from the students' listening test result, (see the list of table 6 and table 7). Beside that, their vocabularies were also improved.
3. Based on the results of the actions, there were some improvements related to the teaching and learning process of listening and the students. The descriptions were presented below.



# **APPENDIX 2**

## **LESSON PLAN**

- a. The improvement of the teaching and learning process of listening

Before the actions were conducted, in the beginning of the lesson, the students were not ready to join the listening class. They had difficulty to listen to fast spoken language and guess the meaning of some words since their vocabulary was limited. Besides, they did not have enough explanation because the teacher focused on testing rather than explaining. But, after the action, those problems gradually could be solved.

- b. The improvement of students

Students became more interested in joining the listening activity and they looked more used to participate in answering the questions and giving comments. Meanwhile, they also became familiar with the listening tasks and they did not felt awkward to convey their ideas.

## **B. Implications**

Based on the findings, there were some improvements of the students' listening comprehension in the teaching-learning process. The implications of the actions are as follows:

1. In this research, the use of the song in the opening lesson was effective to attract students' attention and the students' interest. Therefore, it implies that the teacher should consider it as the media that can be used in the listening class.

2. Using scaffolding principles such as offering explanation, inviting students' participation, giving verification and clarification of students' understanding, modelling the desired behaviors, and inviting students to contribute clues really helped the students in doing the tasks of listening. This means that, beside the students listening to the materials, they also got explanation, support, and opportunity to join in the activity. This implies that the teacher must consider the use of scaffolding principles in the teaching and learning process rather than testing only.

### **C. Suggestion**

1. To English teacher

English teachers should pay attention more to their teaching method in the classroom. Beside giving the students materials, they must provide support to their students also. In this case, scaffolding principles are important to be considered to apply in their teaching because it is important to make students easier in understanding the materials and to make them involved and active in the teaching and learning process.

2. To other researchers

For the researchers who conduct the similar research related to the scaffolding, it is better for them to have enough preparation before applying the research. The deeper understanding they mastered, the easier way to do the research. Moreover, these principles of scaffolding really can be implemented to improve other skills, beside listening.

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## The Course Grid of Improving Students' Listening Skills of the 8th Grade of SMPN 1 Ngemplak Through Scaffolding Principles

Standard of competency	Basic competence	Indicators	Learning Materials			Cycle	Meeting	Media & Activities	Scaffolding Principles	Learning Procedure
			Theme	Language Functions	Vocabularies					
1. Understanding the meaning of short transactional and interpersonal conversation to interact with the nearest environment.	1.1. Responding to the meaning of short transactional ( <i>to get things done</i> ) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: asking, giving, and	<ul style="list-style-type: none"> <li>Students are able to respond to the expression of asking, giving, and refusing services.</li> <li>Students are able to respond to the expression of asking, giving, and refusing things</li> <li>Students are able to respond to</li> </ul>	Things in my bag	<ul style="list-style-type: none"> <li>Can you help me to erase the blackboard?</li> <li>Oh my pleasure.</li> <li>Shall I throw the trash out?</li> <li>No, thanks.</li> </ul>	<ul style="list-style-type: none"> <li>Noun: <ul style="list-style-type: none"> <li>textbook</li> <li>pencil case</li> <li>bag</li> <li>pen</li> <li>pursue</li> <li>hat</li> <li>notebook</li> <li>dll</li> </ul> </li> <li>Verb: <ul style="list-style-type: none"> <li>admire</li> <li>listen</li> <li>surround</li> </ul> </li> <li>Adjective: <ul style="list-style-type: none"> <li>smart</li> <li>intelligent</li> <li>humorous</li> </ul> </li> </ul>	1	1	<ul style="list-style-type: none"> <li>Media: <ul style="list-style-type: none"> <li>Notebook, Loud speaker, &amp; listening worksheet</li> </ul> </li> <li>Activities: <ul style="list-style-type: none"> <li>Listening to the song</li> <li>Listening to the material</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Offering explanation</li> <li>Inviting students' participation</li> <li>Giving verification and clarification</li> <li>Modeling the desired behaviors</li> <li>Inviting students to contribute clues</li> </ul>	<ul style="list-style-type: none"> <li>Teacher offers and gives explanation</li> <li>Teacher asks the students to participate in the listening activity.</li> <li>Teacher verifies and clarifies the material, activity, or students' comment or opinion.</li> <li>Teacher gives the example in doing the listening activity.</li> <li>Teacher invites students to give the answer.</li> <li>Review and evaluation</li> </ul>

	refusing service, asking, giving, and refusing things, accepting, denying the fact, and asking and giving opinions.	<p>the expression of accepting and denying fact</p> <ul style="list-style-type: none"> <li>• . Students are able to respon to the expression of asking and giving opinions</li> </ul>								
	1.1. Responding to the meaning of short	<ul style="list-style-type: none"> <li>• Students are able to respon to the expression of asking,</li> </ul>	My Idol	<ul style="list-style-type: none"> <li>• Do you think...?</li> <li>• In my opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Noun: <ul style="list-style-type: none"> <li>- Idol</li> <li>- Road</li> <li>- Actor</li> <li>- etc</li> </ul> </li> </ul>		2	<ul style="list-style-type: none"> <li>• Media: <ul style="list-style-type: none"> <li>- Notebook, Loud speaker, &amp; listening worksheet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Offering explanation</li> <li>• Inviting students' participation</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher offers and gives explanation</li> <li>• Teacher asks the students to participate in the listening activity.</li> </ul>

	<p>transactional (<i>to get things done</i>) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: asking, giving, and refusing service, asking, giving, and refusing things, accepting, denying the fact, and asking and giving opinions.</p>	<p>giving, and refusing services.</p> <ul style="list-style-type: none"> <li>• Students are able to respon to the expression of asking, giving, and refusing things</li> <li>• Students are able to respon to the expression of accepting and denying fact</li> <li>• . Students are able to respon to the expression of asking and giving opinions</li> </ul>		<ul style="list-style-type: none"> <li>• That's not true</li> <li>• Yes, that's right</li> </ul>	<ul style="list-style-type: none"> <li>• Verb: <ul style="list-style-type: none"> <li>- Keeps</li> <li>- Lies</li> <li>- Flows</li> <li>- etc</li> </ul> </li> <li>• Adjective: <ul style="list-style-type: none"> <li>- Beautiful</li> <li>- Straight</li> <li>- loveable</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Activities: <ul style="list-style-type: none"> <li>- Listening to the song</li> <li>- Listening to the material</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Giving verification and clarification</li> <li>• Modeling the desired behaviors</li> <li>• Inviting students to contribute clues</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher verifies and clarifies the material, activity, or students' comment or opinion .</li> <li>• Teacher gives the example in doing the listening activity.</li> <li>• Teacher invites students to give the answer.</li> <li>• Review and evaluation</li> </ul>
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	<p>1.2. Responding to the short of transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently, and acceptably to interact with the nearest environment involving speech act: inviting, accepting and refusing invitation, agreeing and disagreeing, complimenting and congratulating</p>	<ul style="list-style-type: none"> <li>• Students are able to respond to the expressions of inviting, accepting and refusing invitation</li> <li>• Students are able to respond to the expressions of agreeing or disagreeing</li> <li>• Students are able to respond to the expressions of complimenting</li> <li>• Students are able to respond to</li> </ul>	Wonderful Places	<ul style="list-style-type: none"> <li>• Would you like to come to my party ?</li> <li>• That would be great</li> <li>• Thank you very much for inviting me, but....</li> <li>• You are so beautiful Michelle</li> <li>• Congratulation on your graduation Adam</li> <li>• Thank you for saying so</li> </ul>	<ul style="list-style-type: none"> <li>• Noun: <ul style="list-style-type: none"> <li>- monument</li> <li>- statues</li> <li>- journey</li> <li>- attraction</li> <li>- etc</li> </ul> </li> <li>• Adjective: <ul style="list-style-type: none"> <li>- Beautiful</li> <li>- Amazing</li> <li>- Fresh</li> <li>- Clean</li> <li>- etc</li> </ul> </li> <li>• Verb: <ul style="list-style-type: none"> <li>- Go</li> <li>- Went</li> <li>- See</li> <li>- saw</li> <li>- etc</li> </ul> </li> </ul>	2	1	<ul style="list-style-type: none"> <li>• Media: <ul style="list-style-type: none"> <li>- Notebook</li> <li>- Loud speaker</li> <li>- Listening worksheet</li> </ul> </li> <li>• Activities: <ul style="list-style-type: none"> <li>- Listening to the song</li> <li>- Listening to the material</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Offering explanation</li> <li>• Inviting students' participation</li> <li>• Giving verification and clarification</li> <li>• Modeling the desired behaviors</li> <li>• Inviting students to contribute clues</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher offers and gives explanation</li> <li>• Teacher asks the students to participate in the listening activity.</li> <li>• Teacher verifies and clarifies the material, activity, or students' comment or opinion.</li> <li>• Teacher gives the example in doing the listening activity.</li> <li>• Teacher invites students to give the answer.</li> <li>• Review and evaluation</li> </ul>
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		the expressions of congratulating								
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	1.2. Responding to the short of transactional (to get things done)and interpersonal(socialization) conversation accurately, fluently, and acceptable to interact with the nearest environment involving speech act: inviting, accepting and refusing invitation,agreeing and disagreeing, complimenting and	<ul style="list-style-type: none"> <li>Students are able to respon to the expressions of inviting, accepting and refusing invitation</li> <li>Students are able to respon to the expressions of agreeing or disagreeing</li> <li>Students are able to respon to the</li> </ul>	My Unforgettable Holiday	<ul style="list-style-type: none"> <li>Yes, I agree</li> <li>That's good idea</li> <li>I don't agree</li> <li>That's not good idea</li> <li>I don't think so</li> </ul>	<ul style="list-style-type: none"> <li>Noun: <ul style="list-style-type: none"> <li>moon</li> <li>home</li> <li>cousin</li> <li>boat</li> <li>etc</li> </ul> </li> <li>Adjective: <ul style="list-style-type: none"> <li>Strong</li> <li>Large</li> <li>Happy</li> <li>etc</li> </ul> </li> <li>Verb: <ul style="list-style-type: none"> <li>Went</li> <li>Visit</li> <li>Flow</li> <li>etc</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>Media: <ul style="list-style-type: none"> <li>Notebook</li> <li>Loud speaker</li> <li>Listening worksheet</li> </ul> </li> <li>Activities: <ul style="list-style-type: none"> <li>Listening to the song</li> <li>Listening to the material</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Offering explanation</li> <li>Inviting students' participation</li> <li>Giving verification and clarification</li> <li>Modeling the desired behaviors</li> <li>Inviting students to contribute clues</li> </ul>	<ul style="list-style-type: none"> <li>Teacher offers and gives explanation</li> <li>Teacher asks the students to participate in the listening activity.</li> <li>Teacher verifies and clarifies the material, activity, or students' comment or opinion .</li> <li>Teacher gives the example in doing the listening activity.</li> <li>Teacher invites students to give the answer.</li> <li>Review and evaluation</li> </ul>
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	congratulating	expressions of complimenting  • Students are able to respon to the expressions of congratulating								
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## LESSON PLAN I

<b>Class/Semester</b>	<b>: VIII/1</b>
<b>Day and Date</b>	<b>: Wednesday, 25 September 2013</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: Things in my bag</b>
<b>Duration</b>	<b>: 2x40 minutes</b>

**Standard of Competency** : 1. Understanding the meaning of short transactional and interpersonal conversation to interact with the nearest environment.

**Basic competency** : 1.1 Responding to the meaning of short transactional (*to get things done*) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: asking, giving, and refusing services, asking, giving, and refusing things, accepting, denying the fact, and asking and giving opinions.

### A. Indicators:

1. Students are able to respon to the expression of asking, giving and refusing services.
2. Students are able to respon to the expression of asking, giving and refusing things.
3. Students are able to respon to the expression of accepting and denying fact.
4. Students are able to respon to the expression of asking and giving opinions.

**B. Language Focus:**

## 1. Vocabularies :

Noun: textbook, pencil case, bag, pursue, hat, etc.

Verb: admire, listen, surround, etc

Adjective: smart, intelligent, humorous, etc

## 2. Expressions:

A. : Can you help me to erase the blackboard ?

B. : Oh my pleasure

A. : Shall I throw the trash out ?

B. : No, thanks

**C. Teaching Technique:**

Presentation, Practice, Production (PPP)

**D. Scaffolding Principles**

1. Modeling the desired behaviors
2. Offering explanation
3. Inviting students' participation
4. Giving verification and clarification of students' understanding
5. Inviting students to contribute actively

**E. Teaching Learning Process:****1. Pre-teaching**

- a. The teacher greets the students
- b. The teacher asks the students' condition
- c. The teacher checks the students' presence
- d. The teacher outlines the materials
- e. The teacher explains the goal of teaching and learning

**2. Whilst teaching**

- a. Presentation:
  - The teacher give the sheets of listening material to the students.

# **APPENDIX 3**

## **LISTENING MATERIALS**

- The teacher plays a song and students are asked to fill the space with the available words.
- The teacher and the students discussed the answers.
- The teacher explains the materials.
- The teacher plays the sample of listening conversation.

b. Practice:

- The teacher asks students to listen to the conversation and monologue.
- The teacher asks students to do the listening exercises.
- The teacher plays the listening materials for 3 times.

c. Production:

- The teacher asks the students to answer the listening exercises.
- The teacher gives chance the students for asking questions.
- The teacher give feedbacks and explanations.

### 3. Closing

- The teacher asks the students what they have learnt that day.
- The teacher and the students make a reflection
- The teacher closes the lesson by saying “Thank you” and “Good bye.”

**F. Materials** : enclosed

**G. Media** : netbook, speaker and sheets of paper

**H. Evaluation** : ½ x Right answer

Yogyakarta, 25 September 2013

Teacher

Researcher

Kasmuni, S. Pd

Rifqi Hanifa

## LESSON PLAN II

<b>Class/Semester</b>	<b>: VIII/1</b>
<b>Day and Date</b>	<b>: Tuesday, 1 October 2013</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: My Idol</b>
<b>Duration</b>	<b>: 2x40 minutes</b>

**Standard of Competency** : 1. Understanding the meaning of short transactional and interpersonal conversation to interact with the nearest environment.

**Basic competency** : 1.1 Responding to the meaning of short transactional (*to get things done*) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: asking, giving, and refusing services, asking, giving, and refusing things, accepting, denying the fact, and asking and giving opinions.

### A. Indicators:

1. Students are able to respon to the expression of asking, giving and refusing services.
2. Students are able to respon to the expression of asking, giving and refusing things.



3. Students are able to respond to the expression of accepting and denying fact.
4. Students are able to respond to the expression of asking and giving opinions.

**B. Language focus:**

1. Vocabularies :  
 Noun: idol, road, actor, etc.  
 Verb: keeps, lies, flows etc  
 Adjective: beautiful, straight, loveable, etc
2. Expression :  
 A : I think this gown is very beautiful  
 B : I don't think so  
 A : I heard that you are hospitalized  
 B : That's not true

**C. Teaching Technique:**

Presentation, Practice, Production (PPP)

**D. Scaffolding Principles**

1. Modeling the desired behaviors
2. Offering explanation
3. Inviting students' participation
4. Giving verification and clarification of students' understanding
5. Inviting students to contribute actively

**E. Teaching learning process:**

**1. Pre-teaching**

- a. The teacher greets the students
- b. The teacher asks the students' condition
- c. The teacher checks the students' presence
- d. The teacher outlines the materials
- e. The teacher explains the goal of teaching and learning

**2. Whilst teaching**

- a. Presentation:

- The teacher give the sheets of listening material to the students.
- The teacher plays a song and students are asked to fill the space with the available words.
- The teacher and the students discussed the answers.
- The teacher explains the materials.
- The teacher plays the sample of listening conversation.

b. Practice:

- The teacher asks students to listen to the conversation and monologue.
- The teacher asks students to do the listening exercises.
- The teacher plays the listening materials for 3 times.

c. Production:

- The teacher asks the students to answer the listening exercises.
- The teacher gives chance the students for asking questions.
- The teacher give feedbacks and explanations.

d. Closing

- The teacher asks the students what they have learnt that day.
- The teacher and the students make a reflection
- The teacher closes the lesson by saying “Thank you” and “Good bye.”

**F. Materials** : enclosed

**G. Media** : netbook, speaker and sheets of paper

**H. Evaluation** : ½ x Right answer

Yogyakarta, 1 October 2013

Teacher

Researcher

Kasmuni, S. Pd

Rifqi Hanifa

### LESSON PLAN III

<b>Class/Semester</b>	<b>: VIII/1</b>
<b>Day and Date</b>	<b>: Tuesday, 8 October 2013</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: Wonderful Place</b>
<b>Duration</b>	<b>: 2x40 minutes</b>

**Standard of Competency** : 1. Understanding the meaning of short transactional and interpersonal conversation to interact with the nearest environment.

**Basic Competence** : 1.2 Responding to the meaning of short transactional (*to get things done*) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: inviting, accepting and refusing invitation, agreeing or disagreeing, complimenting and congratulating.

#### **A. Indicators:**

1. Students are able to respon to the expressions of inviting, accepting and refusing invitation.
2. Students are able to respon to the expressions of agreeing or disagreeing.
3. Students are able to respon to the expressions of complimenting.
4. Students are able to respon to the expressions of congratulating.

#### **B. Language Focus:**

1. Vocabularies :

Noun : monument, statues, journey, attraction etc

Adjective : beautiful, amazing, fresh, clean, etc

Verb : go, went, see, saw, etc

2. Expressions : A: Would you come to my home tonight?  
B: I'd love to

A: This task is quite difficult isn't?  
B: I don't think so

### **C. Teaching technique:**

Presentation, Practice, Production (PPP)

### **D. Scaffolding Principles**

1. Modeling the desired behaviors
2. Offering explanation
3. Inviting students' participation
4. Giving verification and clarification of students' understanding
5. Inviting students to contribute actively

### **E. Teaching Learning Process:**

#### **1. Pre-teaching**

- a. The teacher greets the students
- b. The teacher asks the students' condition
- c. The teacher checks the students' presence
- d. The teacher outlines the materials
- e. The teacher explains the goal of teaching and learning

#### **2. Whilst teaching**

- a. Presentation:
  - The teacher give the sheets of listening material to the students.

- The teacher plays a song and students are asked to fill the space with the available words.
  - The teacher and the students discussed the answers.
  - The teacher explains the materials.
  - The teacher plays the sample of listening conversation.
- b. Practice:
- The teacher asks students to listen to the conversation and monologue.
  - The teacher asks students to do the listening exercises.
  - The teacher plays the listening materials for 3 times.
- c. Production:
- The teacher asks the students to answer the listening exercises.
  - The teacher gives chance the students for asking questions.
  - The teacher give feedbacks and explanations.

### 3. Closing

- The teacher asks the students what they have learnt that day.
- The teacher and the students make a reflection
- The teacher closes the lesson by saying “Thank you” and “Good bye.

**F. Materials** : enclosed

**G. Media** : netbook, speaker and sheets of paper

**H. Evaluation** : ½ x Right answer

Yogyakarta, 8 October 2013

Teacher

Researcher

Kasmuni, S. Pd

Rifqi Hanifa

## LESSON PLAN IV

<b>Class/Semester</b>	<b>: VIII/1</b>
<b>Day and Date</b>	<b>: Wednesday, 9 October 2013</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: My Unforgettable Holiday</b>
<b>Duration</b>	<b>: 2x40 minutes</b>

**Standard of Competency** : 1. Understanding the meaning of short transactional and interpersonal conversation to interact with the nearest environment.

**Basic Competency** : 1.2 Responding to the meaning of short transactional (*to get things done*) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact with the environment involving speech act: inviting, accepting and refusing invitation, agreeing or disagreeing, complimenting and congratulating.

### **A. Indicators:**

1. Students are able to respon to the expressions of inviting, accepting and refusing invitation.
2. Students are able to respon to the expressions of agreeing or disagreeing.
3. Students are able to respon to the expressions of complimenting.
4. Students are able to respon to the expressions of congratulating.

**B. Language Focus:**

## 1. Vocabularies :

Noun : moon, home, cousin, boat, etc.

Adjective : strong, large, happy, etc

Verb : went, visit, flow, etc

## 2. Expression: A : You are so beautiful Michelle

B : Thank you for saying so

A : Congratulation on your graduation Adam

B : Thank you

**C. Teaching technique:**

Presentation, Practice, Production (PPP)

**D. Scaffolding Principles**

1. Modeling the desired behaviors
2. Offering explanation
3. Inviting students' participation
4. Giving verification and clarification of students' understanding
5. Inviting students to contribute actively

**E. Teaching Learning Process:****1. Pre-Teaching**

- a. The teacher greets the students
- b. The teacher asks the students' condition
- c. The teacher checks the students' presence
- d. The teacher outlines the materials
- e. The teacher explains the goal of teaching and learning

**2. Whilst Teaching****a. Presentation**

- The teacher give the sheets of listening material to the students.

- The teacher plays a song and students are asked to fill the space with the available words.
- The teacher and the students discussed the answers.
- The teacher explains the materials.
- The teacher plays the sample of listening conversation.

**b. Practice**

- The teacher asks students to listen to the conversation and monologue.
- The teacher asks students to do the listening exercises.
- The teacher plays the listening materials for 3 times.

**c. Production**

- The teacher asks the students to answer the listening exercises.
- The teacher gives chance the students for asking questions.
- The teacher give feedbacks and explanations.

**3. Closing**

- The teacher asks the students what they have learnt that day.
- The teacher and the students make a reflection
- The teacher closes the lesson by saying “Thank you” and “Good bye”.

<b>F. Materials</b>	: enclosed
<b>G. Media</b>	: netbook, speaker and sheets of paper
<b>H. Evaluation</b>	: $\frac{1}{2}$ x Total right answers

Yogyakarta, 9 October 2013

Teacher

Researcher

Kasmuni, S. Pd

Rifqi Hanifa



**Meeting 1****Wild Child  
Enya**

Ever close your eyes  
 Ever stop and .....1  
 Ever feel alive  
 And you've nothing missing  
 You don't need a .....2  
 Let the day go on and on

Let the ....3 fall down  
 Everywhere around you  
 Give into it now  
 Let the day ....4 you  
 You don't need a reason  
 Let the rain go on and on

What a day, what a day to take to  
 What a way, what a way to make it  
 through  
 What a day, what a day to take to a  
 wild child

Only take the time  
 From the helter skelter  
 .....5 you find  
 Everything's in kilter  
 You don't need a reason  
 Let the day go on and on

Every summer sun  
 Every .....6 evening  
 Every spring to come  
 Every .....7 leaving  
 You don't need a reason  
 Let it all go on and on

What a day, what a day to take to  
 What a way, what a way to make  
 it through  
 What a day, what a day to take to  
 a wild child

What a day, what a day to take to  
 What a way, what a way to make  
 it through  
 What a day, what a day to take to  
 a wild child

Da-da da da da da, da da da da da  
 da  
 da da da da da da da da da da  
 da da da da

What a day, what a day to take to  
 What a way, what a way to make  
 it through  
 What a day, what a day to take to  
 Da-da-da  
 Da-da-da-da-da-da  
 What a way, what a way to make  
 it through  
 What a day, what a day to take to  
 What a day, what a day to take to  
 a wild child

## LISTENING MATERIALS

### ASKING FOR GOODS/SERVICES

**PART A.** Look at this table, then study the expression !

Expressions	Function
<ul style="list-style-type: none"> <li>➤ Can you help me.....?</li> <li>➤ Could you move this table ?</li> <li>➤ Would you to take my books</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for goods/services</li> </ul>
<ul style="list-style-type: none"> <li>✓ Sure</li> <li>✓ Okay</li> <li>✓ All right</li> </ul>	<ul style="list-style-type: none"> <li>• Giving goods/services</li> </ul>
<ul style="list-style-type: none"> <li>▪ No, thank you</li> <li>▪ No, I can do it by myself</li> </ul>	<ul style="list-style-type: none"> <li>• Refusing goods/services</li> </ul>

**PART B.** Listen to this short conversation carefully. Then, fill in the blank with the respons you hear. After that, answer the questions.

1. David : Can you help me to erase the blackboard ?

Juan : oh my pleasure

Does Juan will help David ?

- A. No
- B. Yes

How do you know ?.....

2. Rudi : Shall I throw the trash out?

Selly : No, thanks. I'll throw it by myself.

Does Selly accept rudi's help ?

- A. No
- B. Yes

Why ? what will she do ?.....

3. Ali : Would you like to bring me a glass of water Amy?

Amy : Okay

Does Amy will bring a glass of water to Ali?

- A. Yes
- B. No

4. Joni : Can you take me a spoon of sugar Taka?

Taka : I'am sorry, I am busy now

Does Taka will take a spoon of sugar to Joni?

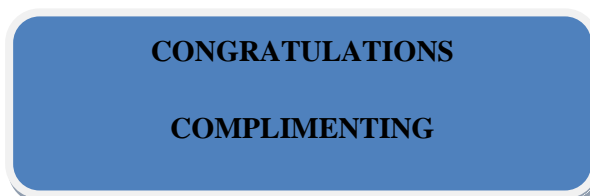
- A. Yes
- B. No

5. Silvia : Rudi, can you take me a pencil case in that bag?

Rudi : All right

Does Rudi will take a pencil case for Silvia?

- A. Yes
- B. No



**PART C.** Look at this table, then study the expression !

Expressions	Function
<ul style="list-style-type: none"> <li>❖ Congratulation on your graduation Adam.</li> <li>❖ Congratulation on winning the football championship</li> </ul>	<ul style="list-style-type: none"> <li>○ Congratulating someone</li> </ul>
<ul style="list-style-type: none"> <li>❖ You are so beautiful Michelle</li> <li>❖ He is a very handsome boy</li> </ul>	<ul style="list-style-type: none"> <li>○ Complimenting someone</li> </ul>
<ul style="list-style-type: none"> <li>✓ Thank you</li> <li>✓ Thank you for saying so</li> <li>✓ Oh, not really</li> </ul>	<ul style="list-style-type: none"> <li>○ Responding congratulations and complimenting</li> </ul>

## ONLY TIME

Who can say where the \_\_\_\_\_ goes  
 Where the day\_\_\_\_\_, only time  
 And who can say if your love\_\_\_\_\_  
 As your heart chose, only time

Who can say why your heart\_\_\_\_\_  
 As your love\_\_\_\_\_, only time  
 And who can say why your heart cries  
 When your love lies, only time

Who can say when the roads meet  
 That love might be in your heart  
 And who can say when the day\_\_\_\_\_  
 If the night\_\_\_\_\_ all your heart  
 Night keeps all your heart

Who can say if your love grows  
 As your heart chose  
 Only time  
 And who can say where the road goes  
 Where the day flows, only time

Who knows? Only time

**cries**

**sighs**

**flies**

**lies**

**sleeps**

**road**

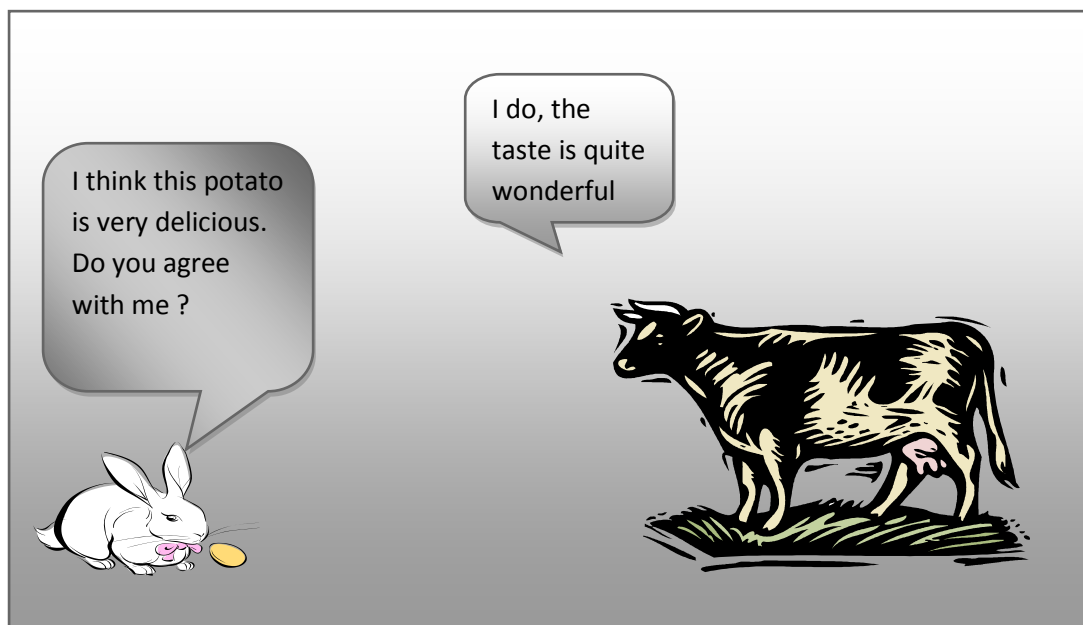
**flows**

**grows**

**keeps**

## LISTENING MATERIALS

### AGREEING AND DISAGREEING



**PART A.** Look at this table, then study the expression !

Expressions	Function
<ul style="list-style-type: none"> <li>➤ I do</li> <li>➤ Yes, I agree</li> <li>➤ That's good idea</li> </ul>	<ul style="list-style-type: none"> <li>• Agreeing</li> </ul>
<ul style="list-style-type: none"> <li>✓ I don't agree</li> <li>✓ I disagree</li> <li>✓ That's not good idea</li> <li>✓ I don't think so</li> </ul>	<ul style="list-style-type: none"> <li>• Disagreeing</li> </ul>

**PART B.** Listen to this short conversation, complete the space, then answer the questions !

1. Hanafi : This task is very difficult. Do you agree ?  
 Agung : I don't think so.  
 What does Hanafi complain ?  
 Answer: .....
2. Sinta : I think this gown is very beautiful.  
 Selly : I think so.  
 What is Selly's response?  
 Answer: .....
3. Rara : It is raining now. What do you think of a glass of hot coffee?  
 Leo : That's good idea  
 What is Leo's response?  
 Answer: .....
4. Hugo : Do you agree with the result of this tournament?  
 Juan : I disagree with it  
 What is Juan's response?  
 Answer: .....
5. David : Selly, Do you want to go to party with me tonight?  
 Selly : I do.  
 What is Selly's response?  
 Answer: .....

**PART C.** In this task, listen to the spoken sentence, then write them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**PART D.** Listen carefully to the following dialogue and complete the missing information.

Situation:

Sanusi and Hartono are talking about beautiful places in Indonesia.

Sanusi : Indonesia has so many beautiful places. They could attract many foreign tourists. Do you agree with me?

Hartono : 1) \_\_\_\_\_ However, many of those places are still not well managed.

Sanusi :2)\_\_\_\_\_The government should pay more  
3)\_\_\_\_\_ to them. It's their duty to do that.

Hartono : 4)\_\_\_\_\_

Sanusi : Why?

Hartono : Well, it's not only the government's duty. It's also our  
5)\_\_\_\_\_ to help them manage those potential places.

**PART E.** In this task, listen to the monologue, then try to fulfill the column given.

### **Manna, Unforgettable Small Town**

Manna is a small town in South of Bengkulu. It \_\_\_\_\_ between Bukit Barisan Hills and the Hindi ocean. It has \_\_\_\_\_ air and \_\_\_\_\_ water. The people here is very \_\_\_\_\_. The houses are mostly in white and blue. Manna city is also known for it \_\_\_\_\_ flower, Raflesia. It is the biggest flower in the world. Its size is 1.4m in \_\_\_\_\_. It \_\_\_\_\_ only one a year. Rafflesia is from the name of a British Governor, Sir Thomas Stanford Raffles.

**Name :** \_\_\_\_\_

**No :** \_\_\_\_\_

**Class :** \_\_\_\_\_

### LISTENING TEST

In this listening test, there are some parts to do. Listen and look to the instruction carefully.

**PART A.** In this part, you will hear some expressions. After that, classify those expression and choose the answer.

Expression	Function
1. _____	A. Agreeing
2. _____	B. Asking goods/services
3. _____	C. Complimenting
4. _____	D. Congratulating
5. _____	E. Disagreeing

**PART B.** Listen to this short conversation or expression, then answer the question by crossing an option.

1. A : \_\_\_\_\_?

B : \_\_\_\_\_

Does B accepts A's help ?

A. Yes

B. No

2. What will you say ?

A. Sure

B. Oh, not really

3. What will David says ?

A. Thank you for saying so



- B. Of course
4. Amy : George, your car is very amazing  
George : Thank you Amy  
What does amy express to George ?  
A. Congratulating  
B. Complimenting
5. What can be inferred from this conversation ?  
A. Agreeing  
B. Disagreeing

**PART C.** Listen to the monologue then fill in the blank

### **Tobey Maguire**

Tobey Maguire is an American\_\_\_\_\_. His \_\_\_\_\_ name is Tobias Vincent Maguire. He is known for his\_\_\_\_\_ as Peter Parker in the Spiderman film series. His\_\_\_\_\_ is about 172 cm. He has a \_\_\_\_\_ body that can really figure a super hero. He has big round \_\_\_\_\_ and black \_\_\_\_\_ hair. His physical \_\_\_\_\_ really support his role as a superhero. Moreover, he is \_\_\_\_\_ that makes him \_\_\_\_\_.

**PART D.** Listen to the longer monologue then fill in the blank.

### **Sydney Opera House**

The Sydney Opera House is a \_\_\_\_\_ performing art place. It becomes an Australian \_\_\_\_\_. It was established in 1973. It is \_\_\_\_\_ in Sydney, New South Wales, Australia.

The Sydney Opera House covers 1, 8 hectares of \_\_\_\_\_. It is 183 m \_\_\_\_\_ and about 120 m \_\_\_\_\_. The building can load 25.000 people.

The opera house is a place for large theatrical productions. It's the \_\_\_\_\_ of Opera Australia, the Sydney Theatre Company and the Sydney Symphonian.

There are 5 theatres in sydney opera house. There are also 5 rehearsal studios, 2 main halls, 4 restaurants, 6 bars and many \_\_\_\_\_ shops. The design of the Opera house is very \_\_\_\_\_. The roof looks like the giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. It is used for \_\_\_\_\_, parties, and conferences.

### "One By One"

Here am I

Yet \_\_\_\_\_ goodbye!

He says Adios, says Adios,

And do you know why

She won't break down and \_\_\_\_\_?

- she says Adios, says Adios, Goodbye.

One by one my \_\_\_\_\_ fall.

One by one my \_\_\_\_\_ are told.

It's no lie

She is yearning to \_\_\_\_\_.

She says Adios, says Adios,

And now you know why

He's a reason to \_\_\_\_\_

- she says Adios, says Adios, Goodbye.

- she says Adios, says Adios, Goodbye.

One by one my leaves fall.

One by one my tales are told.

My, oh my!

She was aiming too high.

He says Adios, says Adios,

And now you know why

There's no \_\_\_\_\_ in her \_\_\_\_\_

- he says Adios, says Adios, Goodbye.

No Goodbyes

For love \_\_\_\_\_ their \_\_\_\_\_.

Don't say Adios, say Adios,

And do you know why

There's a love that won't die?

- don't say Adios, say Adios, Goodbye.

- don't say Adios, say Adios, Goodbye.

- don't say Adios, say Adios, Goodbye.

sky

fly

sigh

moon

eyes

brightens

tales

cry

leaves

another

# **APPENDIX 4**

## **FIELD NOTES**

## LISTENING MATERIALS

### INVITING SOMEONE

**PART A.** Look at this table, then study the expression !

Expressions	Function
<ul style="list-style-type: none"> <li>➤ Would you like to come to my party ?</li> <li>➤ Could you come to my home ?</li> <li>➤ Come and join with us</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting someone</li> </ul>
<ul style="list-style-type: none"> <li>✓ I'd love to</li> <li>✓ That would be great</li> <li>✓ I would. Thank you very much</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting an invitation</li> </ul>
<ul style="list-style-type: none"> <li>▪ I am sorry, I can't</li> <li>▪ Thank you very much for inviting me, but.....</li> </ul>	<ul style="list-style-type: none"> <li>• Declining an invitation</li> </ul>

**PART B.** Listen to this short conversation, complete the space, then answer the questions !

1. Hanafi : Come and join to English seminar. It's an important program.  
 Arif : I am sorry, I can't.  
 What about Hanafi's invitation?  
 Answer: .....  
 What is Arif's response?  
 Answer: .....
2. Sinta : Would you like to come to my birthday party.  
 Adam : I'd love to.

What does Sinta express to Adam?

Answer:.....

What is Adam's response ?

Answer: .....

**PART C.** Listen to the monologue then fill in the blank

### **Tobey Maguire**

Tobey Maguire is an American \_\_\_\_\_. His \_\_\_\_\_ name is Tobias Vincent Maguire. He is known for his \_\_\_\_\_ as Peter Parker in the Spiderman film series. His \_\_\_\_\_ is about 172 cm. He has a \_\_\_\_\_ body that can really figure a super hero. He has big round \_\_\_\_\_ and black \_\_\_\_\_ hair. His physical \_\_\_\_\_ really support his role as a superhero. Moreover, he is \_\_\_\_\_ that makes him \_\_\_\_\_.

**PART D.** Listen to the longer monologue then fill in the blank.

### **Sydney Opera House**

The Sydney Opera House is a \_\_\_\_\_ performing art place. It becomes an Australian \_\_\_\_\_. It was established in 1973. It is \_\_\_\_\_ in Sydney, New South Wales, Australia.

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There are 5 theatres in sydney opera house. There are also 5 rehearsal studios, 2 main halls, 4 restaurants, 6 bars and many \_\_\_\_\_ shops. The design of the Opera house is very \_\_\_\_\_. The roof looks like the giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. It is used for \_\_\_\_\_, parties, and conferences.

### Lazy Day

Lazy\_\_\_\_\_ day

Rolling away

\_\_\_\_\_ the day away

Don't want to go

Now that I'm in the\_\_\_\_\_

Crazy amazing day

One red balloon

Floats to the\_\_\_\_\_

Just let it \_\_\_\_\_ away

I only know

That I'm longing to go

Back to my lazy day

And how it \_\_\_\_\_ and how it\_\_\_\_\_

And how it never stays

And how it rings and how it cries

And how it sails away (away, away)

#### Keywords :

- flow
- old
- sings
- dreaming
- sighs
- fly
- moon

## LISTENING MATERIALS

### ASKING FOR & GIVING OPINIONS, DENYING & ADMITTING FACTS

**PART A.** Look at this table, then study the expression !

Expressions	Function
<ul style="list-style-type: none"> <li>➤ What is your opinion of....?</li> <li>➤ What do you feel about the... ?</li> <li>➤ Do you think....?</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for opinions</li> </ul>
<ul style="list-style-type: none"> <li>✓ In my opinion</li> <li>✓ I think</li> </ul>	<ul style="list-style-type: none"> <li>• Giving opinions</li> </ul>

**PART B.** Listen to this dialogue, then complete the space.

Joko : Hi Adi ! How was your holiday ?

Adi : \_\_\_\_\_, I went to Bali

Joko : Really ? I also went to Bali last year. Did you visit Kuta Beach ?

Adi : Of course. It was my first destination

Joko : So, what do you think of the beach ?

Adi : \_\_\_\_\_ Kuta Beach is the most beautiful beach I've ever visited.

Joko : You are right. What do you feel about the sunset ?

Adi : \_\_\_\_\_



**PART C.** Look at this table, then study the expression.

Expressions	Function
<ul style="list-style-type: none"> <li>➤ That's not true</li> <li>➤ I'm afraid that's wrong</li> <li>➤ No, it is not, actually</li> </ul>	<ul style="list-style-type: none"> <li>• Denying facts</li> </ul>
<ul style="list-style-type: none"> <li>✓ Yes, that's right</li> <li>✓ Absolutely</li> <li>✓ Yes, that's true</li> </ul>	<ul style="list-style-type: none"> <li>• Admitting facts</li> </ul>

**PART D.** Listen to this dialogue, then complete the space.

Rudi : Hey Adi, weren't you at the station yesterday ? I saw someone whom I thought it was you. I didn't have a chance to say "hello" anyway

Adi : I am afraid \_\_\_\_\_. I was home yesterday.

Rudi : Really ? didn't you go anywhere yesterday ?

Adi : \_\_\_\_\_. Anyway, what did you do at the railway station?

Rudi : I picked up my cousin. This is his first time to visit this town.

Adi : Is he your cousin from Papua that that you ever told me about ?

Rudi : \_\_\_\_\_.

Adi : Was that your first time to meet him ?

Rudi : \_\_\_\_\_. I was holding a poster with his name on it so that he could recognize me.

Adi : That was interesting.

**PART E.** Listen to the monologue, then fill in the blank and answer the questions.

### Holiday in Kupang

Last month, I \_\_\_\_\_ to Kupang with my brother to \_\_\_\_\_ our aunt. On the first day, our \_\_\_\_\_ took us to Rote. From Kupang, we took 90 minutes on the fast ferry. The waves \_\_\_\_\_ were very \_\_\_\_\_. We

visited a fishing village there. After that, we went on a small \_\_\_\_\_ to see seaweed farming project. Well, finally, we came back \_\_\_\_\_ in the evening. That was one of our great days in Kupang and we were so happy.

1. When did the writer go to Kupang ?

Answer : \_\_\_\_\_

2. With whom did he go there ?

Answer : \_\_\_\_\_

3. Where did they go on the first day ?

Answer : \_\_\_\_\_

4. What did they do there ?

Answer : \_\_\_\_\_

5. How did they feel during that day ?

Answer : \_\_\_\_\_

**Name :** \_\_\_\_\_

**No :** \_\_\_\_\_

**Class :** \_\_\_\_\_

**Task 1.** In doing this task, listen to the expressions carefully. After that, choose an option in column B and put it in column A !

Column A	Column B
1. ____	A. Disagreeing
2. ____	B. Asking for goods/services
3. ____	C. Congratulating someone
4. ____	D. Agreeing
5. ____	E. Complimenting someone

**Task 2.** Listen to this short conversation or expression, fulfil the space, then answer the question by crossing an option.

1. Hanafi : Arif, could you come to my home at 10.30 ?

Arif : \_\_\_\_\_

Will Arif come to Hanafi's home ?

A. Yes, he will      B. No, will not

2. Seno : Anwar, do you think that this class is too dirty ?

Anwar : \_\_\_\_\_

Does Anwar agree with Seno's statement ?

A. Yes, he does      B. No, he does not

3. Rudi : Can you help me to bring this dustbin ?

Dika : \_\_\_\_\_

Does Dika will help Rudi ?

A. Yes, he does    B. No, he does not

4. Dodi : Jon, I heard that you got an accident two days ago

Jono : \_\_\_\_\_

What is Jono's response ?

A. Admitting facts                      B. Denying facts

5. Rio : Ndro, I heard that you are nominated as the best comedian in Warkop. Is it true ?

Indro : \_\_\_\_\_

What is Indro's response ?

A. Admitting facts                      B. Denying facts

**Task 3.** Listen to the monologue then fill in the blank.

### Uchiha Hitachi

My \_\_\_\_\_ is a ninja in Naruto movie. He is Hitachi. His \_\_\_\_\_ name is Uchiha Hitachi. He is a very \_\_\_\_\_ and \_\_\_\_\_ person. His \_\_\_\_\_ is 172 cm. He has red eyes and black \_\_\_\_\_ hair. He is a very skillful person. I admire him since his first \_\_\_\_\_ in Naruto's early episode.

**TASK 4.** Listen to this longer monologue carefully. Fill in the blank answer the questions.

### Holiday in Pangandaran

Last week, I \_\_\_\_\_ to West Java to \_\_\_\_\_ with my old friend. His name is Cecep. We had a \_\_\_\_\_ to visit Pangandaran beach. On the first day, he took me to the shop to look for some fishing \_\_\_\_\_. After we got them, we drove our motorcycle to the Pangandaran beach. The waves there were not too strong. We rent a \_\_\_\_\_ boat to bring us to the fishing \_\_\_\_\_. After 4 hours of fishing, we got \_\_\_\_\_ 3 kg of fish. In the evening, we decided to go home to cook the fishes. The taste was very \_\_\_\_\_. We enjoyed that day very much.

1. When did the writer go to Pangandaran ?

Answer : \_\_\_\_\_

2. With whom did he go there ?

Answer : \_\_\_\_\_

3. Where did they go on the first day ?

Answer : \_\_\_\_\_

4. What did they do there ?

Answer : \_\_\_\_\_

5. How did they feel during that day ?

Answer : \_\_\_\_\_

### Field note 1

#### Observation at SMPN 1 Ngemplak (Friday, 12<sup>th</sup> April 2013)

Hari ini, peneliti datang ke sekolah untuk melakukan observasi awal. Peneliti dan Guru Bahasa Inggris memasuki ruang kelas. Sebelum kegiatan listening dimulai, guru menyapa siswa, berdoa, dan memperkenalkan pengamat(peneliti). Setelah itu, pelajaranpun dimulai. Peneliti memulai mengamati proses pembelajaran listening. Berikut adalah daftar masalah berdasarkan observasi:

1. Pada waktu awal pelajaran, tampak beberapa siswa tidak siap untuk mengikuti pelajaran.
2. Beberapa siswa tidak fokus dan memperhatikan
3. Beberapa siswa sulit untuk menangkap percakapan yang cepat.
4. Beberapa siswa tidak familiar dengan pronunciation kata-kata baru/tertentu.
5. Siswa tidak membawa kamus
6. Siswa kurang mendapatkan penjelasan
7. Banyak siswa yang memerlukan pengulangan dalam mendengarkan
8. Beberapa siswa tidak berani untuk menyampaikan kesulitannya
9. Guru hanya cenderung mendikte
10. Siswa mengalami kesulitan untuk merespon dan menerka arti suatu kata
11. Guru cenderung mengetest daripada menjelaskan materi
12. Guru memberi sedikit waktu ke siswa untuk mengerjakan
13. Suara audionya tidak terlalu jelas
14. Materi yang disajikan desainnya hanya untuk mengetest saja.
15. Guru kurang memberikan penjelasan dan feedback

Ketika pelajaran sudah mulai mau selesai, peneliti diberi kesempatan oleh Guru Bahasa Inggris untuk wawancara dengan beberapa siswa. Berikut adalah hasil wawancaranya:

Interview 1. Fian	Interview 2. Zaid
R : Halo, namanya siapa ini?	R : Halo, namanya siapa?
S1: Fian	S1: Zaid
R: Oh ya kalau menurut Fian, listening itu gimana/	R: Oh ya.. menurut Zaid, listening itu gimana/
S1 : Agak susah	S1 : Angel eh mas
R : Kenapa?	R : Kenapa?
S1 : Bingung eh mas, aku wong jowo.	S1 : Ora dong artine mas.
R : Tadi waktu mendengarkan suaranya jelas tidak?	R : Oh gitu..Tadi suaranya jelas tidak?
S1: Biasalah, sebagian jelas, sebagian tidak.	S1: Ndak mas.
	R : Bisa memahami artinya ?
	S1 : Sedikit mas.

R : Bisa memahami artinya tidak? S1 : Sedikit-sedikit mas. R : Oh gitu, makasih ya S1: iya	R : Oh gitu, makasih ya S1: Ya..
---	-------------------------------------

Setelah pelajaran selesai, peneliti dan guru meninggalkan kelas dan melakukan diskusi terkait dengan pelajaran Bahasa Inggris khususnya listening.

Berikut adalah diskusinya:

- R : Bagaimana proses pembelajaran Bahasa Inggris di sekolah ini bu?
- G : Sejauh ini yang saya lihat cukup lancar. Kalau masalah tentu saja ada mas, hanya saja bagaimana kita memanaganya.
- R : Kalau untuk kemampuan Bahasa Inggris siswa bagaimana bu?
- G : Mereka cukup baik. Ya memang ada yang bermasalah. Tapi tidak terlalu serius.
- R : Dalam pengajaran Bahasa Inggris, menurut ibu, skill apa yang memiliki banyak permasalahan?
- G : Untuk saat ini, yang saya amati writing dan listening. Tetapi kalau dilihat dari gradenya listening merupakan skill yang tersulit bagi siswa. Kalau writing misalnya saja siswa sering salah menulis dalam ejaan, struktur, dan grammar. Kalau untuk listening biasanya siswa itu sering kesulitan mendengarkan. Kecepatan bu, suaranya ndak jelas bu.
- R : Kira-kira hambatan apa saja yang dialami oleh siswa dalam listening bu?
- G : Ya seperti tadi. Kadang kadang kecepatan atau tidak jelas. Terutama vocabulary siswa itu. Ya kadang-kadang tidak tahu artinya bu.
- R : Kalau untuk media yang digunakan untuk mengajar listening itu apa bu?
- G : Kalau saya biasanya langsung oral mas. Langsung membacakan, nanti siswa disuruh mengerjakan. Tetapi kadang-kadang saya juga memakai laptop dan speaker.
- R : Untuk teknik yang digunakan dalam mengajar listening itu bagaimana bu?
- G : Yang biasa saya lakukan, biasanya siswa saya suruh mendengarkan percakapan. Terus nanti mengerjakan soalnya.
- R : Apakah ada fasilitas penunjang seperti laboratorium untuk mengajar listening bu?
- G : Laboratorium itu ada, hanya saja dari awal itu speakernya tidak berfungsi. Kalau saya pakai server, siswa-siswa tidak dengar.
- R : Oh begitu nggih bu.

**Field Note 2****Pre-Test****(Thursday, 19<sup>th</sup> September 2013)**

Pada hari ini, peneliti bersama dengan bapak Kasmuni yang bertindak sebagai kolaborator memasuki ruang kelas VIII B untuk melakukan pre-test. Setelah itu, beliau memperkenalkan peneliti kepada siswa. Kemudian penelitipun memperkenalkan diri sementara itu kolaborator duduk di belakang. Beberapa saat kemudian peneliti membagikan lembaran soal pre-test dan menyiapkan media. Setelah itu pre-test pun dimulai. Sebelumnya, peneliti menjelaskan dan memberi contoh cara mengerjakannya. Setelah paham, pre-test pun dilakukan. Setelah sekitar 25 menit dengan 2 – 3 kali pengulangan pre-testpun selesai. Kemudian peneliti mengambil lembar soal yang telah dikerjakan oleh siswa. Karena masih ada waktu sekitar 10 menit, peneliti memanfaatkannya untuk berkenalan dengan siswa dan menjelaskan maksud dan tujuannya. Peneliti juga menjelaskan apa yang akan dilakukan olehnya.



### Field Note 3

#### Cycle 1, meeting 1

(Wednesday, 29<sup>th</sup> September 2013)

Pada hari ini, peneliti memulai tindakannya yang pertama kali. Peneliti dan bapak Kasmuni (collaborator) sekitar pukul 08.40 memasuki ruangan kelas VIII B. Peneliti menuju ke depan kelas, sementara itu, kolaborator duduk di belakang untuk mengamati dan menilai tindakan yang akan dilakukan. Setelah selesai mempersiapkan peralatan dan media, peneliti menyapa siswa dengan mengucapkan "*Assalamualaikum Wr Wb*" yang dilanjutkan dengan ucapan "*Good morning everybody, how are you today ?*". Siswa-siswa merespon dengan baik dan antusias. Mereka menjawab: *Good morning sir, I am fine, thank you*. Kemudian peneliti menanyakan tentang kehadiran siswa. Hari ini tidak ada yang absen.

Setelah itu, peneliti menjelaskan materi apa yang akan dipelajari. Kemudian peneliti membagikan lembaran teks lagu. Ada siswa yang bertanya: ini apa mas ? gimana cara mengerjakannya ?. peneliti menjawab: Ini lyric lagu, nanti, yang kosong diisi dengan menggunakan kata-kata yang ada di bawahnya, tapi nanti setelah mendengarkan ya. Setelah selesai membagikannya, peneliti mengkondisikan siswa dan bertanya: *Okay, Are you ready to listen the song ?*. The students answered : Yes. Peneliti menjawab: Kalau begitu mari kita mulai (sambil menuju ke laptop). Ketika lagu diputarkan, tampak siswa mendengarkannya dengan senang, bahkan ada yang menirukan.

Setelah selesai, peneliti bertanya: *Are you finished ? Do you need any repeation ?*. Ada siswa yang bertanya: *Apa maksude eh mas ?* Peneliti berkata : *Perlu diulang lagi tidak?*. *Iya mas, ulangi lagi* jawab siswa-siswa. Okay, mari kita dengarkan lagi kata peneliti. Sembari siswa-siswa mendengarkan dan mengerjakan, peneliti berkeliling melihat-lihat pekerjaan siswa. Setelah selesai, peneliti bertanya: gimana, sudah cukup ya ?. Ada yang meminta diulang lagi tetapi ada yang sudah selesai. Peneliti memutuskan untuk memutar seperlunya sekali lagi. Setelah cukup, peneliti mematikan audio dan memberi kesempatan kepada siswa yang mau dengan sukarela untuk menjawab. Pada awalnya, mereka malu-malu, tetapi setelah bersama-sama menjawabnya. Setelah selesai, peneliti menyimpulkan jawaban bersama-sama. Peneliti bertanya: *apa jawabannya yang pertama ? Hayo siapa yang mau menjawab ? Yak, silahkan yang disebelah sana*. Siswa menjawab: *listen...(pronunciationnya kurang tepat, kemudian peneliti membenarkannya)*. *Hayo, siapa yang mau mencoba selanjutnya ? Ya silahkan kata peneliti mempersilahkan*. "*Reason*" ucap beberapa siswa. *Okay that's good* ucap peneliti. Setelah selesai, peneliti menyimpulkan. Jadi jawabannya adalah: *listen, reason, rain, surround, & everyday*.

Untuk sesi selanjutnya, peneliti membagikan materi baru tentang ungkapan "*Asking for goods/services, Congratulation and complimenting*". Setelah siswa menerima lembar materi, peneliti mulai menjelaskan materi tersebut sembari memutar audio. Setelah

selesai, peneliti bertanya: *apa yang tadi kalian dengar ?*. Beberapa siswa menjawab: *could you help me...* Ada juga yang berceloteh dan diam, akan tetapi mereka cukup mengikuti jalannya pembelajaran. Setelah memperdengarkan dan menjelaskan ungkapan-ungkapan tersebut satu persatu ke siswa, peneliti melanjutkan dengan contoh dalam dialog. Peneliti memberikan kesempatan kepada siswa yang mau menjawab. *Gimana tadi isi dialognya ? Apakah Juan akan membantu David ?* Tanya peneliti. Siswa menjawab: *Yes*. Kemudian peneliti menanyakan responnya: *how do you know?* Siswa menjawab: *'oh my pleasure'*. *"That's good"* jawab peneliti. Setelah siswa menjawab, peneliti menanyakan responnya. Teknik yang sama juga dilakukan terhadap ungkapan *congratulation & complimenting*.

Untuk bagian selanjutnya, peneliti menyajikan teks monolog deskriptif yang berjudul "The Adorable Hatake Kakashi". Di sini, peneliti menyajikan sebuah teks deskriptif monolog pendek. Adapun untuk teknik mengerjakannya sama dengan mengisi kata-kata pada bagian yang kosong seperti halnya pada teks lagu, hanya saja, jawabannya tidak disediakan. Peneliti pun mengkondisikan siswa. Setelah siswa siap, peneliti memutar audionya. Pada waktu pertengahan, beberapa siswa ada yang komplain *"kecepatan mas, ndak dong"*. Untuk sementara, peneliti menghentikannya dan memberikan tipsnya. *"Ndak usah di dengarkan semuanya, cukup didengarkan kata-kata yang menjadi jawabannya saja"* ujar peneliti. Setelah itu, peneliti melanjutkan hingga selesai. Setelah 1 x pemutaran, peneliti bertanya: *"gimana ? dah selesai ? mudahkan ?"*. Siswa menjawab: *"belum, ulangi lagi mas"*. Peneliti pun memutar sebanyak 2x lagi. Setelah selesai, peneliti bersama-sama siswa merumuskan jawabannya.

*"Okay, let's discussed the answers"* ucap peneliti. *"Yang pertama jawabannya adalah....? Siapa yang mau mencoba ?"* tanya peneliti. Sejenak siswa tampak malu-malu menjawab, tetapi kemudian ada beberapa yang menjawab *"idol"* (dengan logat bahasa Indonesia). Peneliti bertanya: *"Iya, bagaimana spellingnya (sembari menuju ke papan tulis menuliskan katanya) dan membetulkan ucapannya. Okay, this is the word "idol"* ucap peneliti. *"Untuk selanjutnya, apa jawabannya ?"* ujar peneliti. Beberapa siswa menjawab, tetapi jawabannya agak meragukan dan seperti sebelumnya, penelitipun mengecek spellingnya. Ada 2 versi jawaban siswa yaitu: *"fool dan food"*. Ketika siswa menjawab *"fool"*, peneliti berkata: *"kurang tepat, ada jawaban yang lain?"* Sebelum memberikan jawabannya, peneliti menyuruh siswa untuk memperhatikan konteksnya terlebih dulu. Kemudian peneliti menjelaskan perbedaan antara *fool*, *food*, dan *full*. *"Fool itu artinya sama dengan Stupid sedangkan Food itu lawan drinking sedangkan teks ini isinya tentang biografi/deskripsi seseorang, jadi keduanya tidak tepat"* ucap peneliti. Jadi jawabannya adalah (sembari mengeja): *"F-U-L-L"*. Ada beberapa siswa yang bergumam *"Oh itu to"*. Kemudian peneliti bertanya *"gimana tahu kan"* ? Mereka tampaknya tahu walaupun tidak menjawab. Peneliti dan siswa-siswa mendiskusikan jawabannya hingga selesai. Setelah itu, dilanjutkan dengan mengerjakan teks berikutnya tentang Borobudur Temple. Adapun teknik yang digunakan tidak jauh berbeda dengan sebelumnya.

Setelah mendekati akhir jam pelajaran, peneliti menyimpulkan materi yang telah disampaikan sebelumnya dan juga memutar lagu sebagai penutup. Peneliti juga memberi kesempatan terhadap siswa untuk menyampaikan kesulitan atau keluhannya terkait dengan

pelajaran hari ini. Beberapa ada yang mengeluhkan kalau penjelasannya terlalu cepat. Peneliti pun bertanya tentang media lagu yang digunakan. Mereka merasa senang dengan penggunaan lagu di awal pelajaran. Setelah itu peneliti menutup pelajaran dengan mengucapkan salam dan “see you”. Kemudian peneliti dan kolaborator keluar dari kelas.

**Field Note 4**  
**Cycle 1, meeting 2**  
**(Tuesday, 1<sup>st</sup> October 2013)**

Pada hari ini, peneliti memulai tindakannya yang ke dua. Peneliti dan bapak Kasmuni (collaborator) sekitar pukul 07.20 memasuki ruangan kelas VIII B. Seperti biasa, peneliti menuju ke depan kelas, sementara itu, kolaborator duduk di belakang untuk mengamati dan menilai tindakan yang akan dilakukan. Sebelum itu, selama kurang lebih 10 menit, sebelum memulai pelajaran, semua kelas diwajibkan bertadarus membaca Al-Quran. Sembari menunggu, peneliti mempersiapkan peralatan dan media untuk aktivitas listening. Setelah selesai tadarusan, peneliti memulai pelajaran dengan menyapa siswa dengan mengucapkan "*Assalamualaikum Wr Wb*" yang dilanjutkan dengan ucapan "*Good morning everybody, how are you today ?*". Siswa-siswa tampak merespon dengan lebih semangat dan antusias. Mereka menjawab: *Good morning sir, I am fine, thank you*. Kemudian peneliti menanyakan tentang kehadiran siswa. Seperti pada pertemuan yang lalu, hari ini semuanya hadir.

Seperti biasa, sebelum memulai, peneliti menjelaskan materi apa yang akan dipelajari. Setelah itu, peneliti membagikan lembaran teks lagu berjudul "*Only Time*" by Enya. Setelah selesai membagikannya, peneliti mengkondisikan siswa dan berkata: Seperti kemarin, sebelum memulai pelajaran, kita akan mengerjakan ini dulu. Okay, Are you ready ?. Siswa menjawab dengan semangat : Yes... Kalau begitu mari kita mulai ujar peneliti (sambil menuju ke laptop). Ketika lagu diputarkan. Ada yang berkata: "lagunya beda dengan yang kemarin". "Iya, biar tidak bosan dan lebih bervariasi" jawab peneliti.

Seperti biasanya, peneliti memutarkan lagu sebanyak tiga kali. Sembari itu, peneliti berkeliling melihat-lihat pekerjaan siswa. Setelah selesai, peneliti bertanya: gimana, sudah cukup ya ?. Kemudian peneliti mematikan audio dan memberi kesempatan kepada siswa yang mau dengan sukarela untuk menjawab. Hari ini siswa tampak kurang aktif karena mereka kelelahan setelah mengikuti upacara Hari Kesaktian Pancasila, akan tetapi proses pembelajaran tetap berjalan dengan lancar. Setelah selesai, peneliti menyimpulkan jawaban bersama-sama dengan siswa. Seperti biasa, peneliti mencoba dengan pertanyaan pancingan. Peneliti bertanya: apa jawabannya yang pertama ? Hayo siapa yang mau menjawab ?. Walaupun dengan nada agak lesu, ada beberapa siswa yang menjawab: "Road". "Okay, that's good, the answer was "Road" (sambil menuliskan di papan tulis dan kemudian menerangkannya). "Selanjutnya, apa jawabannya ?" tanya peneliti. "Flows" jawab beberapa siswa. Setelah semuanya terjawab, peneliti pun menyimpulkan jawabannya.

Untuk sesi selanjutnya, peneliti membagikan materi baru tentang ungkapan "Agreeing

# **APPENDIX 5**

## **INTERVIEW GUIDELINES**

dan Disagreeing”, statement, dialog, dan monologue. Setelah siswa menerima lembar materi, awalnya peneliti menjelaskan materi tersebut sembari memutar audio. Setelah selesai, peneliti melanjutkan dengan memutar dialog pendek contoh dari ungkapan agreeing dan disagreeing. Peneliti pun bertanya: “Apa yang tadi kalian dengar ? Apa yang Hanafi complain kan ?”. Ada siswa yang menjawab: “the task difficult”. Peneliti pun berkata: “Yes, the task is difficult”, trus, apakah Agung setuju dengan Hanafi ? Ada siswa yang menjawab dengan nada panjang: No...., Peneliti pun menjawab: good, kemudian bertanya: Tahu darimana kok bisa tahu jawabannya ‘no’?. Sejenak siswa diam. Peneliti berkata: “lihat responnya”. “I don’t think so” kata seorang siswa. Okey, that’s the answer kata peneliti. Untuk dialog yang kedua, peneliti menggunakan metode yang tidak jauh berbeda.

Untuk bagian selanjutnya, peneliti menyajikan soal statement, siswa disuruh untuk menuliskan apa yang mereka dengar. Ada 5 statement yang harus dikerjakan oleh siswa. Tujuannya untuk melatih kemampuan menyimak siswa dalam bentuk kalimat atau statement. Setelah siswa selesai mengerjakan, jawabannya didiskusikan bersama. Peneliti memberikan koreksi terhadap hasil pekerjaan siswa. Okay, have you finished? Come on, let’s check your answers together, apa jawaban no 1 ? kata peneliti. “Parangtritis is a beautiful beach” kata beberapa siswa. Okay, that’s good, coba tuliskan ke depan (peneliti memilih salah satu siswa untuk maju menuliskan). Setelah itu peneliti memberikan masukan dan penjelasan jika ada kesalahan atau siswa tidak paham. Setelah selesai, peneliti melanjutkan dengan materi dialog panjang yang memuat ungkapan agreeing dan disagreeing. Di sini, siswa disuruh menuliskan ungkapan atau respon tentang agreeing dan disagreeing ataupun kata. Pada waktu awal, peneliti memberikan tips agar fokus mendengarkan kata yang menjadi jawabannya. Seperti biasanya, peneliti bersama-sama siswa mendiskusikan jawabannya. Gimana, mudah kan ? tanya peneliti. Peneliti pun menanyakan dan mendiskusikan jawaban satu-persatu dengan siswa. Setelah selesai, untuk sedikit selingan, peneliti membagi blok, dan menyuruh siswa untuk mempraktekan dialog tersebut sekitar 5 menit.

Pada bagian akhir, materinya tentang teks monolog deskriptif yang berjudul “Manna, Unforgettable Small Town”. “Okay, let’s move to the next part. This is a text about an impressing place, cara mengerjakannya masih sama, mengerjakan sembari mendengarkan, Are you ready?” ucap peneliti. Siswa-siswa menjawab: Yes...Peneliti pun mulai memutar audionya. Setelah 2x memutar, tampaknya siswa sudah dapat menyelesaikannya. Dan untuk menghemat waktu, peneliti mempercepat penjelasan dan penjelasan. Setelah itu, kemudian peneliti menyimpulkan bersama-sama siswa tentang materi yang telah disampaikan sebelumnya. Peneliti juga memberi kesempatan terhadap siswa untuk menyampaikan kesulitan atau keluhannya terkait dengan pelajaran hari ini. Peneliti juga mengatakan kalau untuk pertemuan selanjutnya akan ada review dari pertemuan yang lalu dan yang sekarang. Setelah itu peneliti menutup pelajaran dengan mengucapkan salam dan “see you”. Setelah membereskan peralatan, kemudian peneliti dan kolaborator keluar dari kelas.

### Field Note 5

#### Cycle 1, meeting 3

(Thursday, 3<sup>rd</sup> October 2013)

Pada hari ini, peneliti memulai tindakannya yang ke tiga. Hari ini peneliti memasuki ruang kelas sekitar pukul 10.15. Seperti biasa, peneliti menuju ke depan kelas untuk mempersiapkan peralatan dan media. Kemudian peneliti menyapa siswa dengan mengucapkan "*Assalamualaikum Wr Wb*" yang dilanjutkan dengan ucapan "*Good morning everybody, how are you today ?*". Siswa-siswa pun menjawab: "*Good morning sir, I am fine, thank you. And you ?*". Kemudian peneliti menanyakan tentang kehadiran siswa. Hari ini semuanya hadir.

Setelah itu, peneliti menjelaskan materi apa yang akan dipelajari. "Hari ini, kita akan mengadakan evaluasi untuk 2 pertemuan yang lalu. Kerjakan dengan sungguh-sungguh ya."ucap peneliti. Kemudian peneliti membagikan lembar soal. Setelah selesai membagikannya, peneliti mengkondisikan siswa dan bertanya: Okay, Are you ready to do the test ?. The students answered : Yes (dengan keras) Peneliti menjawab: "Good, kalau begitu mari kita mulai (sambil menuju ke laptop). Kemudian soal diputar dan siswa mengerjakannya. Untuk setiap bagian diputar sebanyak 3x, tetapi jika sudah paham maka diputar secukupnya.

Setelah selesai, peneliti berkata: "Kalau sudah selesai, ayo dikumpulkan ke depan"(sembari mengecek dan memeriksanya). Setelah semua lembar jawaban siswa terkumpul, peneliti melakukan tanya jawab dengan siswa. Peneliti berkata: Selama mengikuti pelajaran selama ini, bagaimana kesan adik-adik, apakah membosankan ?. Beberapa siswa menjawab: ndak mas, menyenangkan kok. "baguslah kalau begitu"ucap peneliti. Kemudian peneliti bertanya lagi: "bagaimana untuk lagunya ? lanjut ?". "Lanjut...."jawab seorang siswa yang sering aktif di kelas. "Untuk materinya sulit tidak ?"tanya peneliti. Ada yang menjawab: mudah, lumayan, dan juga sulit. Yang sulit apanya ? tanya peneliti. "Ora dong artine eh mas" kata seorang siswa yang terkadang kurang memperhatikan. "Oh gitu"ujar peneliti. Kalau untuk mendengarkannya gimana, jelas kan lanjut peneliti. Beberapa siswa menjawab" jelas dan cukup jelas" tapi ada juga yang menjawab: jelas tapi tidak tahu ejaan tulisannya. Kalau untuk penjelasannya bagaimana? Tanya peneliti. Beberapa siswa menjawab"jelas". Sementara beberapa yang lain menjawab "ndak jelas eh mas". Kemudian peneliti menuju ke siswa-siswa tersebut dan bertanya: kenapa ndak jelas ? merekapun menjawab: "menerangkannya terlalu cepat mas". "Oh gitu"sahut peneliti. Setelah waktu hampir mendekati akhir pelajaran, peneliti menutup sesi dengan ucapan salam.

**Field Note 6**  
**Cycle 2, meeting 1**  
**(Tuesday, 8<sup>th</sup> October 2013)**

Pada hari ini, peneliti memulai tindakannya yang pertama kali di cycle 2. Peneliti dan bapak Kasmuni (collaborator) sekitar pukul 07.20 memasuki ruangan kelas VIII B. Peneliti menuju ke depan kelas, sementara itu, kolaborator duduk di belakang untuk mengamati dan menilai tindakan yang akan dilakukan. Seperti biasa, sebelum pelajaran dimulai, ada sesi tadarus Al Quran secara bersama-sama yang dipimpin oleh guru agama. Sembari siswa tadarusan, peneliti mempersiapkan peralatan dan media. Setelah selesai, peneliti menyapa siswa dengan mengucapkan "*Assalamualaikum Wr Wb*" yang dilanjutkan dengan ucapan "*Good morning everybody, how are you today ?*". Siswa-siswa merespon dengan baik dan antusias. Mereka menjawab: *Good morning sir, I am fine, thank you*. Kemudian peneliti menanyakan tentang kehadiran siswa. Hari ini tidak ada yang absen.

Seperti pada pertemuan sebelumnya, peneliti menjelaskan materi apa yang akan dipelajari. Kemudian peneliti membagikan lembar teks lagu. Judulnya "*One by one*" by Enya. Setelah selesai membagikannya, peneliti mengkondisikan siswa dan bertanya: Okay, siap, ayo kita mulai. Siswa-siswa menjawab : Yes. Kemudian lagu diputarkan dan siswa mengerjakan sembari mendengarkan. Sembari siswa-siswa mendengarkan dan mengerjakan, peneliti berkeliling melihat-lihat pekerjaan siswa. Setelah cukup, peneliti mematikannya. Peneliti berkata: "gimana, sudah cukup ya ? Ayo kita bahas bersama-sama. Siapa yang mau mencoba menjawab jawaban yang pertama ?". Beberapa siswa mengangkat jari. Peneliti berkata: Yak silahkan apa jawabannya ? (sambil menunjuk salah satu siswa). Siswa menjawab : Another.(pronunciationnya kurang tepat). Yes, that's right...Another...apa artinya ? Tanya peneliti. Beberapa siswa diam dan ada juga yang menebak-nebak artinya. Kemudian peneliti berkata: Artinya sama dengan other. Ada seorang siswa yang menjawab pelan"lain..."Yes...yang lain. Artinya yang lain" that's good ucap peneliti. Selanjutnya apa jawabannya ? Tanya peneliti. "Cry" jawab beberapa siswa. Okay, that's good ujar peneliti. Setelah semua jawaban selesai didiskusikan, peneliti menerangkan sedikit tentang kata sifat, kata benda dan kata kerja karena banyak siswa yang sulit membedakannya.

Untuk sesi selanjutnya, peneliti membagikan materi baru tentang ungkapan "*Inviting Someone*". Setelah siswa menerima lembar materi, peneliti mulai menjelaskan materi tersebut sembari memutar audio. Setelah selesai, peneliti bertanya: apa yang tadi kalian dengar? Apakah masih kurang jelas?. Jika masih kurang jelas kita akan memutar kembali audionya. Kemudian sebagian siswa menjawab "*would you like to come to my*



birthday party.... sedangkan respon siswa yang lain masih terdiam. Karena belum semua siswa menjawab maka peneliti mengulangi penjelasan materi yang diberikan sembari memutar kembali audionya.

Oke... tadi yang disampaikan oleh beberapa teman kalian sudah benar, bagi siswa yang lain apakah sudah mengerti? Tanya peneliti. sebagian besar siswa mengatakan sudah, ada yang hanya mengangguk dan masih ada beberapa siswa yang hanya terdiam. Saya berharap siswa yang masih terdiam bisa lebih konsentrasi dan dapat mengerti penjelasan yang saya berikan. Mari kita cek apa jawabannya.

Pada percakapan tadi Sinta menanyakan pada adam. Bagaimana respon Adam tadi? Kata peneliti. “Gimana tadi ucapannya ? ...that would be great...peneliti menjawab bersama-sama dengan siswa”. Kalau menolaknya maka (sembari memutar audio). ...I am sorry, I can’t....Peneliti dan siswa menjawab bersama-sama. Oke... apakah sudah jelas? Mari kita lanjutkan dengan dialog-dialog yang lain. Kata peneliti. Peneliti melanjutkan ke beberapa contoh dialog pendek. Di sini, siswa di suruh melengkapi percakapan 2 orang, kemudian disuruh menganalisisnya. Adapun tekniknya sama dengan yang di atas. Peneliti juga memberikan kesempatan kepada siswa yang mau menjawab. Gimana tadi isi dialognya ? Bagaimana responnya Arif, apakah dia akan datang ke seminar ? Tanya peneliti. Siswa-siswa menjawab: No... Peneliti pun menjawab: that’s good.

Setelah selesai, untuk bagian selanjutnya, peneliti menyajikan teks monolog deskriptif yang berjudul “Tobey Maguire”. Di sini, peneliti menyajikan sebuah teks deskriptif monolog pendek. Adapun untuk teknik mengerjakannya sama seperti sebelumnya yaitu dengan mengisi kata-kata pada bagian yang kosong seperti halnya pada teks lagu, hanya saja, jawabannya tidak disediakan. Kemudian peneliti memutarkannya selama 3x, setelah itu, peneliti bersama-sama siswa merumuskan jawabannya.

“Okay, let’s discussed the answers” ucap peneliti. “Yang pertama jawabannya apa?” tanya peneliti. “Actor” ucap beberapa siswa. Okey, good, selanjutnya apa ? tanya peneliti. “Full” jawab beberapa siswa. That’s right, awas jangan salah tulis, full dan fool itu beda kata peneliti. Masih ingat pertemuan yang lalu kan? Tanya peneliti. Untuk jawaban seterusnya, peneliti menggunakan teknik yang sama. Setelah selesai, peneliti bersama-sama dengan siswa melakukan evaluasi.

Untuk bagian selanjutnya, peneliti menyajikan materi teks deskriptif monologue yang berjudul “Sydney Opera House”. Adapun cara mengerjakannya pun sama dengan cara-cara sebelumnya. Kemudian, peneliti memutar audio dan siswa-siswa pun mengerjakannya. Beberapa saat kemudian, setelah selesai, peneliti mendiskusikan jawabannya bersama-sama dengan siswa. Kemudian peneliti membaca paragraf ke 4 dari text Sydney Opera House. There are 5 theaters.....and many.....?shop” tanya peneliti. Siswa-siswa menjawab: suvenir....Peneliti bertanya: Bagaimana ejaannya ?(Menulis di papan tulis sembari mengeja bersama-sama siswa) S-O-U-V-E-N-I-R. Artinya: pernak-pernik atau oleh-oleh” terang peneliti.

Setelah mendekati akhir jam pelajaran, peneliti menyimpulkan materi yang telah disampaikan sebelumnya dan juga memutar lagu sebagai penutup. Peneliti juga memberi kesempatan terhadap siswa untuk menyampaikan kesulitan atau keluhannya terkait dengan pelajaran hari ini. Sebagian besar dari siswa sudah merasa jelas dengan

**APPENDIX 6**

**INTERVIEW TRANSCRIPT**

penjelasan yang diberikan peneliti, hanya beberapa siswa saja yang masih mengeluh terlalu cepat. Peneliti pun bertanya tentang media lagu yang digunakan. Mereka merasa senang dengan penggunaan lagu di awal pelajaran.

Peneliti sempat menanyakan pada kolaborator apakah penyampaian materi saat ini masih terlalu cepat atau sudah ada perbaikan. Menurut Kolaborator, penyampaian materi kali ini dirasa sudah lebih jelas, intonasinya cukup jelas, penjelasan sudah diulangi dan lebih lambat. Setelah itu peneliti menutup pelajaran dengan mengucapkan salam dan “see you”. Kemudian peneliti dan kolaborator keluar dari kelas.

**Field Note 7**  
**Cycle 2, meeting 2**  
**(Tuesday, 9<sup>th</sup> October 2013)**

Pada hari ini, peneliti memulai tindakannya yang ke dua di cycle 2. Peneliti dan bapak Kasmuni (collaborator) sekitar pukul 07.20 menuju ruangan kelas VIII B. Seperti biasa, peneliti menuju ke depan kelas, sementara itu, kolaborator duduk di belakang untuk mengamati dan menilai tindakan yang akan dilakukan. Sebelum itu, selama kurang lebih 10menitan, sebelum memulai pelajaran, semua kelas diwajibkan bertadarus membaca Al-Quran. Sembari menunggu, peneliti mempersiapkan peralatan dan media untuk aktivitas listening. Setelah selesai tadarusan, peneliti memulai pelajaran dengan menyapa siswa dengan mengucapkan “*Assalamualaikum Wr Wb*” yang dilanjutkan dengan ucapan “*Good morning everybody, how are you today ?*”. Siswa-siswa tampak merespon dengan lebih semangat dan antusias. Mereka menjawab: *Good morning sir, I am fine, thank you.* Kemudian peneliti menanyakan tentang kehadiran siswa. Seperti pada pertemuan yang lalu, hari ini semuanya hadir.

Seperti biasa, sebelum memulai, peneliti menjelaskan materi apa yang akan dipelajari. Setelah itu, peneliti membagikan lembaran teks lagu berjudul “*Lazy Day*” by Enya. Setelah selesai membagikannya, peneliti mengkondisikan siswa dan berkata: Seperti kemarin, sebelum memulai pelajaran, kita akan mengerjakan ini dulu. Okay, untuk mengerjakannya seperti biasa. Sudah pahamkan ? tanya peneliti. Siswa-siswa menjawab: yes... Okay, mari kita mulai “kata peneliti. Pada pertemuan di cycle 2 ini, peneliti memutar lagu sebanyak dua kali. Sembari itu, peneliti berkeliling melihat-lihat pekerjaan siswa. Setelah dirasa cukup, peneliti kemudian mematikan audio dan memberi kesempatan kepada siswa yang mau dengan sukarela untuk menjawab. Peneliti berkata”silahkan yang mau mencoba yang pertama?”. “Old” jawab beberapa siswa. Okay, selanjutnya, yak yang disana,...okay next” kata peneliti.

Untuk sesi selanjutnya, peneliti membagikan materi baru tentang ungkapan “*Asking for and Giving opinions, Denying & Admitting Facts*”. Kemudian, peneliti memutar audionya dan siswa-siswa mengerjakannya. “Okay, dah selesai semua kan?” tanya peneliti. Mari kita discusikan bersama-sama kata peneliti. “Joko bertanya kepada Adi tentang liburannya. Bagaimana jawabnya Adi tadi?” tanya peneliti. “*It was fun*” jawab beberapa orang siswa yang biasanya aktif. “Okay, that’s great sahur” jawab peneliti sembari menuliskannya di papan tulis.-*It was fun*-. Kemudian peneliti melanjutkannya dengan berkata:ingat ya “fun” tidak sama dengan” fan”. Fun itu artinya”gembira/senang”sedangkan Fan itu artinya bisa “kipas angin atau penggemar”. “Jelaskan, kalau gitu kita lanjutkan”kata peneliti. Untuk dialog selanjutnya, peneliti juga melakukan teknik dan cara yang sama. Setelah selesai mengerjakan, peneliti mendiskusikannya dengan siswa. Okay, cukup, mari kita discusikan bersama kata peneliti.

Kemudian peneliti bertanya: dari percakapan ini bagaimana respon Adi? Beberapa siswa menjawab: “that’s not true”. Okay, that’s good. ndak perlu dijelaskan kan? tanya peneliti. Siswa-siswa menganggukan kepala. Selanjutnya..

Pada bagian akhir, peneliti menyajikan materi teks monolog deskriptif yang berjudul “Holiday in Kupang”. Pada bagian ini, selain siswa mendengarkan dan mengerjakan. Peneliti juga memberikan pertanyaan terkait dengan text. Setelah pemutaran text monolog yang berjudul “Holiday in Kupang” selesai. Peneliti memberikan kesempatan ke siswa-siswa yang jarang aktif untuk menjawab. Okay, yang disebelah sana silahkan yang pertama. Kemudian selanjutnya(sembari menunjuk ke siswa yang dimaksud)dan seterusnya hingga selesai.

Setelah itu, kemudian peneliti menyimpulkan bersama-sama siswa tentang materi yang telah disampaikan sebelumnya. Peneliti juga memberi kesempatan terhadap siswa untuk menyampaikan kesulitan atau keluhannya terkait dengan pelajaran hari ini. Peneliti juga mengatakan kalau untuk pertemuan selanjutnya akan mengadakan post-test. Peneliti juga menyuruh siswa untuk mempelajari lagi materi-materi listening dari pertemuan awal. Setelah itu peneliti menutup pelajaran dengan mengucapkan salam dan “see you”. Setelah membereskan peralatan, kemudian peneliti dan kolaborator keluar dari kelas.

**Field Note 8****Cycle 2, meeting 3****(Thursday, 10<sup>th</sup> October 2013)**

Pada hari ini, peneliti memulai tindakannya yang ke tiga. Hari ini peneliti memasuki ruang kelas sekitar pukul 10.15. Seperti biasa, peneliti menuju ke depan kelas untuk mempersiapkan peralatan dan media. Seperti biasa, peneliti menyapa siswa kemudian peneliti menanyakan tentang kehadiran siswa. Hari ini semuanya hadir.

Setelah itu, peneliti menjelaskan bahwa hari ini akan dilakukan kegiatan evaluasi seperti biasanya. Tidak lama kemudian, peneliti membagikan lembar soal. Setelah selesai membagikannya, peneliti mengkondisikan siswa dan bertanya: Okay, Are you ready to do the test ?. The students answered : Yes (dengan keras) Peneliti menjawab: “Good, kalau begitu mari kita mulai (sambil menuju ke laptop). Kemudian soal diputar dan siswa mengerjakannya. Setelah mereka selesai mengerjakannya peneliti menyuruh mereka untuk mengumpulkannya. Kemudian peneliti mengecek dan memeriksanya.

Setelah selesai, peneliti melakukan tanya jawab dengan siswa. Peneliti berkata: Okay, sebelumnya terima kasih atas partisipasi adik-adik semua selama ini. Seperti biasa di pertemuan ke 3, kakak ingin bertanya-tanya tentang pelajaran selama ini. Kalau menurut adik-adik gimana? Beberapa siswa menjawab” Bagus mas menyenangkan. Jadi tambah pengetahuan he..he..(sebagian ada yang berceloteh)”. Kemudian peneliti melanjutkan pertanyaannya” Oh iya, kemarin waktu pertemuan ke 1 dan ke 2 awal kan katanya penjelasannya terlalu cepat dan kurang jelas. Kalau yang kemarin gimana? Beberapa siswa menjawab”Jelas mas”. Tetapi ada seorang siswa yang biasanya tidak terlalu memperhatikan menjawab”tetep ora dong eh mas”. Peneliti pun memaklumi. Beberapa saat kemudian, bell istirahat berbunyi. Kemudian peneliti berkata” Ya mudah2an apa yang selama ini kakak ajarkan bisa memberi manfaat bagi adik-adik semua. Oh ya, untuk selanjutnya adik-adik akan melakukan post-test. Dipersiapkan baik-baik ya. Materinya dari yang awal. Berhubung waktunya sudah habis. Maka kita akhiri. Gitu...Assalamualaikum Wr Wb. See you...Siswa-siswa menjawab “see you”. Dan pelajaranpun selesai.

**Field Note 9**  
**Post-Test**  
**(Thursday, 14<sup>th</sup> November 2013)**

Pada hari ini, peneliti bersama dengan bapak Kasmuni yang bertindak sebagai kolaborator memasuki ruang kelas VIII B untuk melakukan post-test. Setelah itu, beliau mengumumkan ke siswa kalau hari ini peneliti akan mengadakan post-test. Seperti biasa, peneliti memberi salam ke siswa. Beberapa saat kemudian setelah selesai membagikan lembaran soal pre-test dan menyiapkan media, pre-test pun dimulai. Pertama-tama peneliti menjelaskan instruksinya secara ringkas. Setelah itu, post-test pun dilakukan. Setelah sekitar 25 menit dengan 2 – 4 kali pengulangan pre-testpun selesai. Kemudian peneliti mengambil lembar soal yang telah dikerjakan oleh siswa. Sekitar 10 menitan, peneliti memanfaatkannya untuk bercakap-cakap dengan siswa. Peneliti juga memberikan kenang-kenangan ke siswa. Akhirnya, penelitipun pamitan.

## **Interview Guidelines**

### **(For the English Teacher part 1)**

1. Bagaimana proses pembelajaran Bahasa Inggris di sekolah ini?
2. Bagaimana kemampuan Bahasa Inggris siswa?
3. Bagaimana minat siswa terhadap pelajaran Bahasa Inggris?
4. Dalam pengajaran Bahasa Inggris, skill apa yang memiliki banyak permasalahan?
5. Hambatan apa saja yang dialami oleh siswa dalam listening?
6. Media apa saja yang digunakan untuk mengajar listening?
7. Bagaimana teknik yang digunakan dalam mengajar listening?
8. Apakah ada fasilitas penunjang seperti laboratorium untuk mengajar listening?



**APPENDIX 7**

**PRE-TEST AND POST-TEST**

## **Interview Guidelines**

### **(For the English Teacher part 2)**

1. Untuk penggunaan lagunya bagaimana? Apakah efektif/menarik/membosankan?
2. Bagaimana teknik pengajaran yang dilakukan oleh peneliti?
3. Bagaimana penjelasan/feedback yang dilakukan oleh peneliti?
4. Apakah peneliti sudah memberikan contoh ke siswa?
5. Bagaimana partisipasi siswa dalam proses pembelajaran?

## **Interview Guidelines (For the Students)**

1. Namanya siapa?
2. Apakah adik menyukai pelajaran Bahasa Inggris?
3. Apakah listening itu sulit?
4. Apa kesulitannya?

## **Interview Guidelines (For the Students 2)**

1. Bagaimana kesan adik-adik tentang pengajaran selama ini?
2. Apakah lagu yang digunakan untuk mengajar menarik?
3. Apakah penjelasan yang disampaikan jelas?
4. Kalau untuk materinya bagaimana? Jelas tidak?
5. Kalau untuk mendengarkannya gimana?

# **APPENDIX 8**

## **PHOTOGRAPH**

### Interview 1. Izin ke sekolah

Hari ini peneliti datang ke sekolah untuk menemui bapak kepala sekolah. Setelah sampai di sekolah, peneliti bertemu dengan bapak Tri Wahyono. Setelah dipersilahkan duduk, penelitipun menyampaikan maksud dan tujuannya.

R : Permissi pak (sambil mengetuk pintu)

K : Monggo mas silahkan. Ada yang bisa saya bantu?

R : Begini pak, sebelumnya mohon maaf jika kedatangan saya mengganggu atau kurang berkenan. Nama saya Rifqi Hanifa. Saya dari UNY. Adapun maksud kedatangan saya yaitu untuk meminta izin kepada bapak untuk melakukan penelitian di sini. Bagaimana baiknya nggih pak?

K : Masnya ini jurusan apa?

R : Saya ambil pendidikan Bahasa Inggris pak.

K : Berarti sekarang mase sedang mengerjakan skripsi?

R : Nggih pak. Rencananya saya mau melakukan penelitian di sini. Begitu pak. He..he..

K : Kalau saya pada dasarnya kalau untuk meningkatkan kualitas pembelajaran dan memberi manfaat bagi siswa dan sekolah saya tidak keberatan. Kira-kira mau berapa lama mase melakukan penelitian?

R : Kalau bapak mengijinkan, pertama saya akan melakukan observasi kelas terlebih dahulu. Setelah itu, nanti saya bekerjasama dengan guru kelas untuk menganalisa masalah. Kemudian dicarikan solusinya pak. Begitu pak. Kalau untuk penelitiannya sekitar 8x pertemuan pak.

K : Kalau untuk kelasnya mau kelas berapa?

R : Rencananya saya mau ambil kelas 8 pak.

K : Iya. Saya mengizinkan. Nanti mase langsung saja menemui bu Ana atau pak Kasmuni untuk meminta izin kesediannya. Saya serahkan keputusan kepada mereka.

R : Oh nggih pak, matur nuwun. Maaf pak, saya malah belum berkenalan dengan bapak. Asminipun bapak sinten nggih?

K : Saya Tri Wahyono (ngobrol lama).....

R : Oh begitu nggih pak, saya kira cukup. Khawatirnya kalau terlalu lama nanti akan mengganggu waktu bapak. Saya sepertinya langsung saja menemui bapak Kasmuni nggih pak?.

K : Silahkan mas, langsung saja ke ruang guru

R : Nggih pak, matur nuwun. Monggo mas...

## Interview 2. Observasi

Setelah mendapat izin dari bapak kepala sekolah, Peneliti pun menemui bapak Kasmuni. Setelah bertemu, peneliti pun menyampaikan maksudnya.

R : Permissi pak, nopo bapak niki pak Kasmuni nggih?

G : Iya mas, ada apa ya?

R : Begini pak, saya Rifqi, mahasiswa pendidikan Bahasa Inggris dari UNY. Maksud kedatangan saya untuk melakukan penelitian di sekolah ini. Tadi saya sudah bertemu dengan bapak Kepala Sekolah. Dan beliau mengijinkannya. Saya langsung disuruh menemui bapak untuk konfirmasinya.

G : Oh gitu..untuk kelasnya mau kelas berapa?

R : Kelas VIII pak.

G : Kebetulan mas, saya juga ngajar kelas VIII. Ada 3 kelas yang saya ajar, VIII A, VIII B, dan VIII D. Silahkan mase mau ambil yang mana.

R : Kalau boleh, saya mengambil kelas VIII B saja pak.

G : Ya silahkan. Nanti rencananya mau bagaimana?

R : Oh nggih pak, kalau untuk kenaikan kelas dari kelas VII ke kelas VIII apakah siswanya diacak/masih tetap nggih pak?

G : Tetap mas, tidak berubah. Kalaupun ada hanya sedikit. Kenapa mas?

R : Begini pak, dulu saya pernah observasi di kelas VII B. Saya sudah dapat sedikit data awal observasi. Dan sekarang mereka kan sudah naik ke kelas VIII. Jadi saya akan mengambil kelas VIII B. Gitu pak..

G : Silahkan mas..nanti untuk rencananya mau bagaimana mas?

R : Pertama nanti saya akan observasi lagi dan tanya-tanya dengan bapak tentang masalah siswa di kelas terutama tentang listening. Setelah saya dapat masalahnya, nanti saya akan berusaha memperbaikinya. Seperti itu pak..

G : Lha nanti caranya seperti apa mas?

R : Saya rencananya mau pakai Scaffolding untuk membantu kesulitan siswa pak. Pripun pak?

G : Kalau saya terserah masnya saja mau diajar bagaimana. Saya serahkan ke mase saja maunya bagaimana?

R : Oh iya pak, untuk kelas VIII B jadwalnya kapan saja nggih pak?

G : Sebentar mas saya lihat jadwalnya dulu. Tapi jadwalnya masih sementara. (Menuju ke ruang guru)

Setelah beberapa saat kemudian.....

G : Untuk kelas VIII B itu hari Selasa jam 1-2, hari Rabu jam 3-4 dan Kamis jam ke 5.

R : Sebentar pak, saya catat dulu. (kemudian mencatatnya)

G : Mau mulai kapan mas?

R : InsyaAllah 2 minggu lagi pak. Sekarang masih mempersiapkan materi dan medianya..

G : Ya cepat-cepat diselesaikan mas biar cepat selesai. Saya hanya bisa membantu seperti ini.

R : Oh nggih pak, matur nuwun.

G : Mase ini tinggal dimana?

R : .....(ngobrol lama)  
 Setelah beberapa saat kemudian...  
 R : InsyaAllah saya akan mulai tindakan sekitar 2 minggu lagi pak. Dan terima kasih sekali sudah mau membantu saya pak. Saya mohon pamit pak. InsyaAllah nanti saya hubungi lagi.  
 G : Oh iya mas silahkan. Saya tunggu pelaksanaannya.  
 Kemudian peneliti pulang.....

### Interview 3. Refleksi 1

Setelah evaluasi di cycle 1 selesai. Peneliti menuju ke ruang tamu sekolah. Di sana peneliti berdiskusi dengan kolaborator.

G : Gimana mas, ada yang bisa dibantu?  
 R : Begini pak, saya ingin bertanya tentang teknik mengajar yang saya lakukan selama 2 kali pertemuan ini. Kalau menurut bapak, prinsip scaffolding yang saya terapkan untuk mengajar listening itu bagaimana ya pak ?  
 G : Yang saya amati, sudah bagus. Nanti untuk selanjutnya bisa lebih ditingkatkan lagi mas.  
 R : Oh gitu nggih pak. Kalau menurut bapak, partisipasi siswa di dua pertemuan ini bagaimana nggih pak?  
 G : Yang saya amati, mereka sudah cukup mengikuti. Mereka juga aktif mas. Memang ada yang ramai atau diam saja, tapi itu wajar. Hampir di semua kelas itu ramai.  
 R : Kalau untuk feedback yang saya lakukan bagaimana nggih pak?  
 G : Masnya dah cukup menerangkan dan memberi penjelasan. Siswa juga nampaknya paham dengan penjelasannya.  
 R : Kalau untuk kontribusi siswa bagaimana nggih pak?  
 G : Sudah cukup baik, seperti waktu mase kemarin ngajar kan mereka aktif menjawab.  
 R : Oh iya pak satu lagi. Untuk penggunaan lagunya bagaimana nggih menurut bapak?  
 G : Bagus mas. Siswa-siswa kelihatannya senang. Tampak tenang. Tapi lebih baik diulang 2 kali saja mas biar tidak boros waktu.  
 R : Nggih pak, insyaAllah di pertemuan yang akan datang akan saya lakukan.



#### Interview 4. Refleksi dengan siswa

Pada pertemuan ke 3 di cycle 1, Peneliti melakukan refleksi dan evaluasi terhadap tindakan yang telah dilakukan. Pada pertemuan ini, peneliti melakukan tanya jawab dengan siswa. Peneliti tidak melakukan tanya jawab secara perorangan, tetapi secara menyeluruh. Berikut adalah tanya jawab peneliti dengan siswa.

R : Baik adik-adik, selama 2 x pertemuan ini, bagaimana kesan adik-adik terhadap pelajarannya. Apakah membosankan?

SS : Ndak mas...

R : Baguslah kalau begitu. Kalau lagunya gimana? Menyenangkan/membosankan?

SS : Bagus mas, menyenangkan...

R : Kalau untuk materinya sulit tidak?

S<sub>1</sub> : Mudah...

S<sub>2</sub> : Lumayan...

S<sub>3</sub> : Sulit..

R : Yang sulit apanya?

S<sub>3</sub> : Ora dong artine eh mas...

R : Oh begitu. Kalau untuk mendengarkannya jelaskan?

S<sub>1</sub> : Jelas..

S<sub>2</sub> : Cukup jelas..

S<sub>3</sub> : Jelas, tapi tidak tahu arti dan tulisannya..

#### Interview 5. Pre-Cycle 2

Sebelum melakukan tindakan di cycle ke 2, peneliti menemui bapak Kasmuni untuk melakukan diskusi tentang rencana tindakan yang akan dilakukannya.

R : Permissi pak, begini, kemarin kan cycle 1 nya sudah selesai. Sekarang saya akan memulai tindakan di cycle ke 2. Sebelumnya, saya ingin berkonsultasi dengan bapak terkait dengan permasalahan yang kemarin saya dapatkan berdasarkan pada hasil observasi dan wawancara. Yang saya dapatkan, masalahnya sebagian besar terletak pada kurangnya penjelasan yang saya terangkan. Selain itu juga tentang verifikasi dan kesempatan untuk siswa menyampaikan ide mereka. Untuk di cycle ini, tekniknya masih sama, hanya saja akan lebih ditekankan dan diperjelas. Kalau menurut bapak bagaimana nggih pak? Mohon saran dan masukannya pak.

G : Kalau saya terserah masnya mau bagaimana. Saya hanya bisa membantu sebisa saya. Silahkan masnya mau berkreasi apa saja. Yang namanya mengajar itu seni mas, tiap orang beda-beda caranya.

R : Oh nggih pak. Berarti untuk pertemuan besok saya langsung action saja nggih pak?

G : Silahkan, masnya mau memakai teknik/cara apa saja. Selamat bereksperimen.

### Interview 6. Refleksi 2

Setelah 2 kali pertemuan, seperti biasa, di pertemuan yang ke 3, peneliti melakukan evaluasi dan refleksi. Setelah pelajaran usai, peneliti menemui pak Kasmuni untuk melakukan diskusi terkait dengan tindakan sebelumnya. Berikut adalah hasilnya.

R : Maaf pak, seperti biasa, setelah selesai 3 pertemuan, saya ingin ngobrol-ngobrol dengan bapak.

G : Silahkan mas..santai saja.

R : Seperti biasa pak pertanyaannya. Pertama saya ingin menanyakan tentang penjelasannya pak. Menurut bapak bagaimana ya?

G : Sama mas seperti sebelumnya. Menjelaskannya bagus. Siswa juga aktif.

R : Oh iya pak, kalau untuk keikutsertaan siswa selama ini bagaimana nggih pak?

G : Sudah bagus mas. Ya kalau ramai hampir semua kelas itu ramai. Tapi mereka aktif kok.

R : Kalau untuk feedbacknya bagaimana nggih pak?

G : Bagus, mase menjelaskan dengan jelas. Diterangkan jawabannya dan dikasih masukan.

R : Kalau untuk kontribusi siswa bagaimana nggih pak?

G : Saya rasa, mereka sudah terbiasa dan aktif. Ya memang perlu waktu untuk penyesuaian mas.

R : Kalau untuk lagunya tidak ada masalah nggih pak?

G : Iya mas.

### Interview 7. Refleksi dengan siswa

Pada pertemuan ke 3 di cycle 2, Peneliti melakukan refleksi dan evaluasi terhadap tindakan yang telah dilakukan. Pada pertemuan ini, peneliti melakukan tanya jawab dengan siswa secara menyeluruh. Berikut adalah tanya jawab peneliti dengan siswa.

R : Okay, sebelumnya terima kasih atas partisipasi adik-adik semua selama ini. Seperti biasa di pertemuan ke 3, kakak ingin bertanya-tanya tentang pelajaran selama ini. Kalau menurut adik-adik gimana?

SS: Bagus mas menyenangkan. Jadi tambah pengetahuan he..he..(sebagian ada yang berceloteh).

R : Oh iya, kemarin waktu pertemuan ke 1 dan ke 2 awal kan katanya penjelasannya terlalu cepat dan kurang jelas. Kalau yang kemarin gimana?

SS : Jelas mas...

S1 : Tetep ora dong eh mas (*siswa yang biasanya tidak fokus*)

**APPENDIX 9**

**OBSERVATION CHECKLIST**

R : Oh gitu..Ya mudah2an apa yang selama ini kakak ajarkan bisa memberi manfaat bagi adik-adik semua. Oh ya, untuk selanjutnya adik-adik akan melakukan post-test. Dipersiapkan baik-baik ya. Materinya dari yang awal. Berhubung waktunya sudah habis. Maka kita akhiri. See you...

SS : See you...

**Name :** \_\_\_\_\_

**No :** \_\_\_\_\_

**Class :** \_\_\_\_\_

### Task 1

In doing this task, listen to the spoken text carefully. After that, choose an option in column B and put it in column A !

Column A	Column B
1. ____	A. Disagreeing
2. ____	B. Agreeing
3. ____	C. Asking for goods/services
4. ____	D. Complimenting someone
5. ____	E. Asking for opinions
6. ____	F. Giving opinions
7. ____	G. Denying facts
8. ____	H. Declining invitation
9. ____	I. Congratulating someone
10. ____	J. Inviting someone

### Task 2.

In this task, listen to the monologue, then fulfill the column given !

The Adorable Daniel Radcliff

My \_\_\_\_\_ is Daniel Radcliff. His \_\_\_\_\_ name is Daniel Jacob Redcliff.

His \_\_\_\_\_ name is Dan. He was born in London 23 July 1989. Dan has dark brown hair.

The colour of his eyes are blue. His \_\_\_\_\_ is about 168 cm. He is an \_\_\_\_\_ and \_\_\_\_\_ person. I \_\_\_\_\_ him since his first \_\_\_\_\_ in “Harry Potter and the Sorcerer stone”.

### Task 3.

Listen to the monolog “Things in My Bag” carefully, then answer the questions !

1. Who is Silvia ?  
\_\_\_\_\_
2. What colour is her new bag ?  
\_\_\_\_\_
3. What items has she got in her bag ?  
\_\_\_\_\_
4. What is her pencil case like ?  
\_\_\_\_\_
5. How many lessons will she have today ? Please, mention it !  
\_\_\_\_\_  
\_\_\_\_\_
6. Why does Silvia bring her hat ?  
\_\_\_\_\_

### Task 4.

In this task, listen to the monologue about Borobudur Temple, then fulfill the empty space !

#### Borobudur Temple

Borobudur is a buddist \_\_\_\_\_ in Central Java. It is one of the most interesting tourist \_\_\_\_\_ in Indonesia. It was built in the ninth \_\_\_\_\_. Borobudur has 2.672 reliefs and 504 Budha \_\_\_\_\_. The relief illustrate the \_\_\_\_\_ of pilgrims to three levels in buddist cosmology. Borobudur is still used for pilgrimage. One a year, Buddhist in Indonesia \_\_\_\_\_ Vesak there.

THE RESULTS OF PRE-TEST AND POST-TEST OF CLASS VIII B OF SMP NEGERI 1  
NGEMPLAK

No	NAMA	Pre-Test	Cycle 1	Cycle 2	Post Test
1	ALMIRA ARDIANA	6,6	7	7	8
2	ANDI DWI PRASETYA	3,6	3,6	8	7,3
3	ANJANI KRISNA DEWI	6,6	8,3	8,3	10
4	APIK APRILLIANTO	4,6	5	7,3	6,3
5	BRETYA SYAFIRA SOCA W	3,6	6	8	7,6
6	DAYU NUR ROGO	3,6	5,3	8,3	6,3
7	DESTI IRA PRATIWI	6,3	5,3	7,3	8
8	DIANY EKA CHOFIFAH	4	4,6	7,6	6,6
9	DYAH PUSPITA SARI	6	8	9,6	9,6
10	EDUARDUS ANANTA W	6,6	9,3	9,3	8,3
11	ERIKA ALVIANASARI	4,3	5	8,3	6,6
12	FATIKA FEBRIANTI	6,3	8	9	10
13	IQBAL AKBAR NAFIS	3	5	7	7,3
14	KIKI SYAHNAKRI	2,6	5,6	6,3	4
15	MILENIA PUTRI RAMADHANI	7,3	7	8,3	8
16	MITA DWI ASTUTI	6,3	8	8,6	7,6
17	MUHAMMAD SAFII	3,3	5,6	7,3	7,3
18	NISVIA MUZAIZANA	4	5	6,6	7,6
19	NUUR QOMARUS SALEH	2,6	4,3	7	7,3
20	RADIKA SYAFNA	5	6,6	8,6	7
21	RIKA AKANA SURYANI	4	4,3	5,6	7,3
22	RIS'QA NOVITA MURINDI P	4,3	6,3	7,6	7,3
23	RIZKI ENGGAL KURNIAWAN U	5	5,6	7,6	4,3
24	RIZKI KURNIAWAN	5	5	7,3	7,3
25	SISKA AMELIA	5,3	6	8,6	8,6
26	SITI ISTIQOMAH	4,3	4,6	5	8,3
27	SITI LATIFAH	4,3	6,6	8,3	7,3
28	SYAIFUL ANWAR	4,3	9	9	8
29	TANGGUH JUNIOR RIOSAPUTRA	7	8	8,6	8,6
30	TRI WAHYU HANDAYANI	3	5,3	6,6	8,3
31	YUDA DIAN ANGGARA	5	8	7,6	7,3
32	ZAID INDRA ALFIAN	3,3	4	7,3	7
	RATA-RATA NILAI	<b>151/32 = 4,72</b>	<b>195,2/32 = 6,10</b>	<b>246,8/32 = 7,71</b>	<b>240,3/32 = 7,51</b>

### Documentation of the Actions which were done by the Researcher.



Picture 1. The researcher conditioned the class situation.



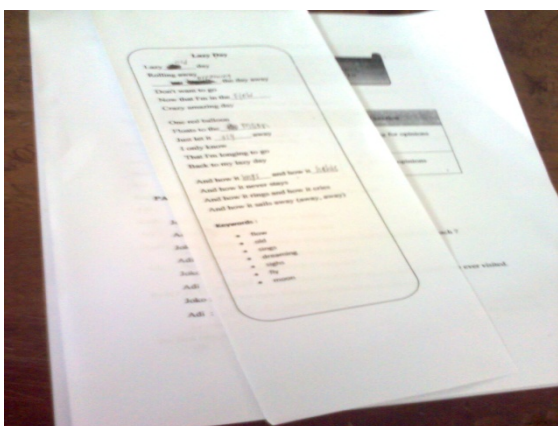
Picture 4. The researcher began the teaching of listening.



Picture 2. The researcher gave the listening worksheets to the students.



Picture 5. The researcher managed the volume of loud speaker.



Picture 3. The listening worksheet



Picture 6. The researcher played the listening materials.





Picture 7. The students did the listening activity.



Picture 8. The researcher walked around the class and checked the students.



Picture 9. The students were finishing the tasks.



Picture 10. The researcher and the students had a discussion about the tasks



Picture 11. The researcher gave opportunity to the students to convey their ideas.



Picture 12. The researcher gave explanations.



Picture 13. The researcher asked another students to convey their ideas.



Picture 16. The researcher asked a student to contribute his ideas.



Picture 14. The researcher verified and clarified students' answers



Picture 17. The researcher explained and verified the students' answers.



Picture 15. The researcher played again the listening materials and listen together with the students.



Picture 18. The students listened to the next parts.





Picture 19. The researcher concluded today's listening activities.



Picture 20. The researcher highlight the materials for the next meeting and then closed the lesson.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
**SEKRETARIAT DAERAH**  
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN  
070/6480/V/8/2013

mbaca Surat : Kasubbag.Pendidikan FBS UNY Nomor : 0782/UN.34.12/DTV/III/2013  
anggal : 26 Agustus 2013 Perihal : Permohonan Ijin Penelitian

- ngingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

IJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

ama : RIFQI HANIFA NIP/NIM : 06202244034  
amat : KARANGMALANG YOGYAKARTA 55281  
dul : IMPROVING THE STUDENTS' LISTENING SKILLS OF THE SECOND GRADE OF SMPN  
1 NGEMPLAK THROUGH SCAFFOLDING  
ikasi : SLEMAN Kota/Kab. SLEMAN  
aktu : 26 Agustus 2013 s/d 26 November 2013

**engan Ketentuan**

Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;  
Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;  
Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;  
Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;  
Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 26 Agustus 2013  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



**mbusan :**

Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);  
Bupati Sleman, cq Bappeda  
Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY  
Kasubbag Pendidikan FBS UNY  
Yang Bersangkutan



**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0316m/UN.34.12/DT/IV/2013  
Lampiran : -  
Hal : Permohonan Izin Observasi

1 April 2013

Kepada Yth.  
Kepala SMP Negeri 1 Ngempak - Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :


*Improving Students' Listening Skills through Scaffolding*

Mahasiswa dimaksud adalah :

Nama : RIFQI HANIFA  
NIM : 06202244034  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : 2 – 10 April 2013  
Lokasi Observasi : SMP Negeri 1 Ngempak - Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperluhnya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP. 19670704 199312 2 001





PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA

**SMP NEGERI 1 NGEMPLAK**

Alamat: Jangkang, Widodomartani, Ngemplak, Sleman, DIY ☎ (0274) 4461001

## **SURAT KETERANGAN**

Nomor : 070/226

Berdasarkan surat dari Badan Perencanaan Pembangunan Daerah Kabupaten Sleman, Nomor : 070/Bappeda/2788/2013, tanggal 20 Agustus 2013 tentang surat izin penelitian, dengan ini Kepala SMP N 1 Ngemplak menerangkan bahwa mahasiswa di bawah ini :

Nama : RIFQI HANIFA  
NIM : 06202244034  
Universitas : Universitas Negeri Yogyakarta  
Fakultas : Bahasa dan Seni UNY  
Alamat Rumah : Jl. Kaliurang Km. 12.5, Candiwinangun, Sardonoarjo, ngaglik,  
Sleman  
No Telp/HP : 081327413517

Telah melakukan penelitian di SMP Negeri 1 Ngemplak, guna memperoleh data untuk penyusunan Tugas Akhir dengan judul :

IMPROVING THE STUDENTS' LISTENING SKILLS OF THE SECOND GRADE OF SMPN 1 NGEMPLAK THROUGH SCAFFOLDING

Waktu Penelitian : 26 Agustus – 26 Nopember 2013

Sasaran : Siswa Kelas VIII B SMP N 1 Ngemplak

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Ngemplak, 9 Desember 2013

Kepala

Drs. R. Tri Wahyana Kuntara, M.A  
NIP 19610126 198303 1 005

**APPENDIX 10**

**PERMISSION LETTER**

### OBSERVATION CHECKLIST

Class : VIII B

Teacher : Rifqi Hanifa

Day/Date : Tuesday, October 8th 2013

Students : 32

Time : 07.20-08.40

Observer : Bpk Kasmuni, S.Pd

Meeting : 1

NO	Observation items	Score			
		1	2	3	4
<b>A</b>	<b>Pre-teaching</b>				
	1. The teacher greets the students				✓
	2. The students respond to the greeting				✓
	3. The teacher asks the students' condition				✓
	4. The students tell their condition to the teacher				✓
	5. The teacher checks the students' presence				✓
	6. The teacher outlines the materials			✓	
	7. The teacher explains the goal of teaching and learning			✓	
<b>B</b>	<b>Whilst - teaching</b>				
	1. The students are ready to learn the materials				✓
	2. The teacher explains the materials			✓	
	3. The teacher uses media				✓
	4. The teacher explains the material clearly			✓	
	5. The students respond to the teacher's explanation			✓	
	6. The teacher gives chances to the students for asking questions			✓	
	7. The students listen and follow the teacher's actions				✓
	8. The teacher gives enough time to the students to comprehend the presented materials			✓	
	9. The teacher checks the students'			✓	



	understanding				
<b>C.</b>	<b>Post-Teaching</b>				
	1. The teacher and students summarize the lesson			✓	
	2. The teacher gives further guidance			✓	
	3. The teacher closes the lesson			✓	

Description:

1. Less implemented
2. Average
3. Good
4. Excellent

Observer

(\_\_\_\_\_)

### OBSERVATION CHECKLIST

Class : VIII B

Teacher : Rifqi Hanifa

Day/Date : Tuesday, October 8th 2013

Students : 32

Time : 07.20-08.40

Observer : Bpk Kasmuni, S.Pd

Meeting : 2

NO	Observation items	Score			
		1	2	3	4
<b>A</b>	<b>Pre-teaching</b>				
	1. The teacher greets the students				✓
	2. The students respond to the greeting				✓
	3. The teacher asks the students' condition				✓
	4. The students tell their condition to the teacher			✓	
	5. The teacher checks the students' presence			✓	
	6. The teacher outlines the materials			✓	
	7. The teacher explains the goal of teaching and learning			✓	
<b>B</b>	<b>Whilst - teaching</b>				
	1. The students are ready to learn the materials			✓	
	2. The teacher explains the materials			✓	
	3. The teacher uses media				✓
	4. The teacher explains the material clearly				✓
	5. The students respond to the teacher's explanation			✓	
	6. The teacher gives chances to the students for asking questions			✓	
	7. The students listen and follow the teacher's actions			✓	
	8. The teacher gives enough time to the students to comprehend the presented materials			✓	
	9. The teacher checks the students' understanding				✓
<b>C.</b>	<b>Post-Teaching</b>				
	1. The teacher and students summarize the lesson			✓	
	2. The teacher gives further guidance			✓	
	3. The teacher closes the lesson				✓

Description:

1. Less implemented
2. Average
3. Good
4. Excellent

Observer

(\_\_\_\_\_)

### OBSERVATION CHECKLIST

Class : VIII B

Teacher : Rifqi Hanifa

Day/Date : Tuesday, October 8th 2013

Students : 32

Time : 07.20-08.40

Observer : Febri Arif Saputra

Meeting : 3

NO	Observation items	Score			
		1	2	3	4
<b>A</b>	<b>Pre-teaching</b>				
	1. The teacher greets the students			✓	
	2. The students respond to the greeting				✓
	3. The teacher asks the students' condition			✓	
	4. The students tell their condition to the teacher			✓	
	5. The teacher checks the students' presence			✓	
	6. The teacher outlines the materials			✓	
	7. The teacher explains the goal of teaching and learning				✓
<b>B</b>	<b>Whilst - teaching</b>				
	1. The students are ready to learn the materials			✓	
	2. The teacher explains the materials				✓
	3. The teacher uses media			✓	
	4. The teacher explains the material clearly			✓	
	5. The students respond to the teacher's explanation				✓
	6. The teacher gives chances to the students for asking questions				✓
	7. The students listen and follow the teacher's actions			✓	
	8. The teacher gives enough time to the students to comprehend the presented materials			✓	
	9. The teacher checks the students' understanding				✓
<b>C.</b>	<b>Post-Teaching</b>				
	1. The teacher and students summarize the lesson			✓	
	2. The teacher gives further guidance			✓	
	3. The teacher closes the lesson				✓

Description:

1. Less implemented
2. Average
3. Good
4. Excellent

Observer

(\_\_\_\_\_)

### OBSERVATION CHECKLIST

Class : VIII B

Teacher : Rifqi Hanifa

Day/Date : Tuesday, October 8th 2013

Students : 32

Time : 07.20-08.40

Observer : Bpk Kasmuni, S.Pd

Meeting : 4

NO	Observation items	Score			
		1	2	3	4
<b>A</b>	<b>Pre-teaching</b>				
	1. The teacher greets the students				✓
	2. The students respond to the greeting				✓
	3. The teacher asks the students' condition				✓
	4. The students tell their condition to the teacher				✓
	5. The teacher checks the students' presence				✓
	6. The teacher outlines the materials				✓
	7. The teacher explains the goal of teaching and learning				✓
<b>B</b>	<b>Whilst - teaching</b>				
	1. The students are ready to learn the materials				✓
	2. The teacher explains the materials				✓
	3. The teacher uses media				✓
	4. The teacher explains the material clearly				✓
	5. The students respond to the teacher's explanation				✓
	6. The teacher gives chances to the students for asking questions			✓	
	7. The students listen and follow the teacher's actions			✓	
	8. The teacher gives enough time to the students to comprehend the presented materials			✓	
	9. The teacher checks the students' understanding				✓
<b>C.</b>	<b>Post-Teaching</b>				
	1. The teacher and students summarize the lesson			✓	
	2. The teacher gives further guidance			✓	
	3. The teacher closes the lesson			✓	

Description:

1. Less implemented
2. Average
3. Good
4. Excellent

Observer

(\_\_\_\_\_)



**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0316m/UN.34.12/DT/IV/2013  
Lampiran : -  
Hal : Permohonan Izin Observasi

1 April 2013

Kepada Yth.  
Kepala SMP Negeri 1 Ngempak - Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :


*Improving Students' Listening Skills through Scaffolding*

Mahasiswa dimaksud adalah :

Nama : RIFQI HANIFA  
NIM : 06202244034  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : 2 – 10 April 2013  
Lokasi Observasi : SMP Negeri 1 Ngempak - Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperluhnya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP. 19670704 199312 2 001





PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
**SEKRETARIAT DAERAH**  
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN  
070/6480/V/8/2013

mbaca Surat : Kasubbag.Pendidikan FBS UNY Nomor : 0782/UN.34.12/DTV/III/2013  
anggal : 26 Agustus 2013 Perihal : Permohonan Ijin Penelitian

- ngingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

IJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

ama : RIFQI HANIFA NIP/NIM : 06202244034  
amat : KARANGMALANG YOGYAKARTA 55281  
dul : IMPROVING THE STUDENTS' LISTENING SKILLS OF THE SECOND GRADE OF SMPN  
1 NGEMPLAK THROUGH SCAFFOLDING  
ikasi : SLEMAN Kota/Kab. SLEMAN  
aktu : 26 Agustus 2013 s/d 26 November 2013

**engan Ketentuan**

Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;  
Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;  
Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;  
Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;  
Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 26 Agustus 2013  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



**mbusan :**

Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);  
Bupati Sleman, cq Bappeda  
Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY  
Kasubbag Pendidikan FBS UNY  
Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA

**SMP NEGERI 1 NGEMPLAK**

Alamat: Jangkang, Widodomartani, Ngemplak, Sleman, DIY ☎ (0274) 4461001

## **SURAT KETERANGAN**

Nomor : 070/226

Berdasarkan surat dari Badan Perencanaan Pembangunan Daerah Kabupaten Sleman, Nomor : 070/Bappeda/2788/2013, tanggal 20 Agustus 2013 tentang surat izin penelitian, dengan ini Kepala SMP N 1 Ngemplak menerangkan bahwa mahasiswa di bawah ini :

Nama : RIFQI HANIFA  
NIM : 06202244034  
Universitas : Universitas Negeri Yogyakarta  
Fakultas : Bahasa dan Seni UNY  
Alamat Rumah : Jl. Kaliurang Km. 12.5, Candiwinangun, Sardonoarjo, ngaglik,  
Sleman  
No Telp/HP : 081327413517

Telah melakukan penelitian di SMP Negeri 1 Ngemplak, guna memperoleh data untuk penyusunan Tugas Akhir dengan judul :

IMPROVING THE STUDENTS' LISTENING SKILLS OF THE SECOND GRADE OF SMPN 1 NGEMPLAK THROUGH SCAFFOLDING

Waktu Penelitian : 26 Agustus – 26 Nopember 2013

Sasaran : Siswa Kelas VIII B SMP N 1 Ngemplak

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Ngemplak, 9 Desember 2013

Kepala

Drs. R. Tri Wahyana Kuntara, M.A  
NIP 19610126 198303 1 005